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ABSTRACT

The bibliography lists resources for paraprofessionals working in educational settings with handicapped students. Entries present information on title, author, date, duration or length, and availability for the following areas of published training and education materials: early childhood, moderately and mildly handicapped, severely and profoundly handicapped, developmentally disabled, visually and/or hearing impaired, vocational education, general special education, speech and language, and behavior management. Audiovisual material is classified according to staff training and development, human development, skill training, and general issues. A general classification includes listings for such areas as burnout, credentialing/licensing, service delivery, and vocational education. Training models are listed for developmental disabilities, early childhood, general special education, interpreters/deaf education/speech and language training, local education agencies, recreation, state agencies, and the severely/profoundly handicapped. Additional topics covered include funding, legal issues, and resources (catalogues, journals, and agencies). (CL)

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PARAPROFESSIONAL BIBLIOGRAPHY:

Training Materials, Resources, and Programs for Paraprofessionals Working in Educational Programs for Persons with Handicapping Conditions

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1980

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For more information about this report and other services available through the National Resource Center for Paraprofessionals in Special Education, contact: Anna Lou Pickett, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 33 West 42nd Street, New York, New York 10036.

INTRODUCTION

This bibliography is one of the activities undertaken by the National Resource Center for Paraprofessionals in Special Education (NRC). The NRC is an activity of the New Careers Training Laboratory (NCTL) of the Center for Advanced Study in Education at the Graduate School and University Center of the City University of New York. It is funded by the Bureau of Education for the Handicapped, USOE (now the Office of Special Education, USDOE), Grant Number G 007 901 330.

A series of mutually reinforcing actions by Congress, state legislatures, and various courts has created a whole new set of imperatives for educating persons with handicapping conditions. The passage of PL 94-142, The Education for All Handicapped Children Act of 1975, the Rehabilitation Act of 1973, especially Section 504, legislative mandates passed by nearly every state, and a variety of orders and decisions handed down by the courts have brought these imperatives into sharp focus. These actions are exerting profound pressures on the delivery of educational services and programs for those with handicapping conditions within public schools and other educational settings.

There are countless critical issues that must be addressed in order to improve the quality of services and for all the mandates mentioned above to be implemented. The NRC is addressing one of the most crucial but least appreciated issues -- the rapidly developing need for more and better trained paraprofessionals to work with people with handicapping conditions in a variety of educational programs and settings.

The word paraprofessional has come to mean many things to different people, especially across the broad range of the delivery of human services. For the purposes of this work, we have defined the word paraprofessional to mean a person: (1) whose position is either instructional in nature or who delivers direct services to students/residents, and/or their parents; and (2) who serves in a position for which a teacher or another professional has ultimate responsibility for the design and implementation of individual education programs and other services.

Throughout the last decade, the New Careers Training Laboratory has conducted a series of task analyses and observations in a variety of educational programs, settings and locales to determine what paraprofessionals do in the service delivery system. We have found that although they run the audio-visual equipment, assist in routine record keeping activities, monitor the playground and lunchroom, the paraprofessional is more and more a key member of the team who works alongside the teacher and other professionals in the delivery of instructional services.

In addition to traditional educational programming and services for those with handicaps, public schools and other community based programs are now providing early intervention and diagnosis, case management, vocational training, recreational programs, parent training, child find, and advocacy services. Paraprofessionals participate in the delivery of each of these services. and, in some cases, are the primary provider of these services.

As more services and educational programs become available for people with handicapping conditions, the providers of the care, whether directly educational, therapeutic, or highly specialized, must have the training and knowledge of their fields suitable to the requirements of their jobs. This is especially true of paraprofessionals, the fastest growing, yet least prepared group in the system of service delivery in special education.

In compiling this bibliography, we have not limited ourselves to material that is just appropriate for use as textbooks and other training material; we have also included information and material that may be used by administrators and program and staff developers to assist them in the development of systematic approaches to the use and training of paraprofessionals serving in educational programs for people with handicapping conditions.

Anna Lou Pickett
Director

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A number of the entries in this bibliography are available from the ERIC Document Reproduction Service. The abstracts for those entries are adapted from ERIC abstracts.

I. TRAINING AND EDUCATION MATERIALS: PUBLICATIONS

These publications may be used in the training of paraprofessionals to work in educational settings with persons with handicapping conditions. This section is subdivided into the following categories: Early Childhood; Moderately and Mildly Handicapped; Severely and Profoundly Handicapped; Developmentally Disabled; Visually and/or Hearing Impaired; Vocational Education; General Special Education; Speech and Language; Behavior Management; and General Materials. The title of the book or article is listed first, followed by other pertinent information.

EARLY CHILDHOOD (PUBLISHED TRAINING MATERIALS)

A HANDBOOK FOR PARAPROFESSIONAL TRAINING, EARLY CHILDHOOD SPECIAL EDUCATION

253 pp.; July, 1977
Sinclair Community College, 444 W. 3rd St., Dayton, Ohio 45402
Dennis Moore, Director.

Provides information and materials in looseleaf binder format to those interested in paraprofessional training in the area of early childhood special education. Major components are: philosophy and purposes, program needs, curriculum, evaluation, data, and communication and dissemination

ASSIST PROGRAM III: PRESCHOOL

1978, 330 pp.
Indiana University, Developmental Training Center, 2523 E. 10th St., Bloomington, Indiana 47401; $5 for the Teacher's Guide, $4 75 for the Sourcebook for Instructional Associates, and $38.50 for 4 filmstrips.

The preschool package is concerned with service to children in preschool with mild and with severe handicapping conditions. Preservice introduces paraprofessionals to the complementary working relationship instructional associates have with preschool teachers and the importance of teamwork. Issues such as the importance of early intervention, the growth of public preschool programming, and parent involvement are presented. Instructional associates acquire skills in assessment and programming in the motor, language, social, personal autonomy (self-care), and pre-academic domains during inservice. ASSIST III includes practical suggestions for both school and home settings.

For ASSISTS I and II, see MODERATELY AND MILDLY HANDICAPPED (PUBLISHED TRAINING MATERIALS).

BEGINNING WITH THE HANDICAPPED

Verna Hart; 140 pp.; 1978
Charles C. Thomas, Publisher; 301-327 E. Lawrence Ave.,
Springfield, Illinois 62717; Cost is $8.00 paperbound.

Written for parents, teachers and paraprofessionals who work with children at early stages of development, this book provides not only the what but the how of engaging children in activities to help them attain higher levels of functioning. A task analysis approach is used and teaching techniques are presented for self-care skills, motor training, adaptive behavior and language development. Simple to use charts are provided for recording levels of functioning and for determining objectives for the various teaching tasks.

CHILD HEALTH AND SAFETY SERIES

Development Materials, Child Development Program 529-0,
Texas Department of Human Resources, P.O. Box 2960, Austin,
Texas 78769.

This series is designed for caregivers in child care centers day homes, and institutions. The modules (CDP-#) include one or more audiovisual presentations, a manual and fold-out pamphlets. The manuals (four digit #) are written in non-technical language. The illustrations and visuals are multi-ethnic showing home, school and institutional settings. The module packet price includes the manual, audiovisuals and 15 sets of pamphlets. (The time given for audiovisuals is in minutes and seconds; 10:12 means 10 mins. and 12 secs.).

SAFETY PRECAUTIONS

0901 ($2.50, 50 pp.)
CDP-1 Module I ($35, 22:32)

Accident prevention in the home, the center, the school; indoor and outdoor safety checklists; falls, bumps, cuts; suffocation; bites; poisoning; water and automobile safety; and planning for emergencies. Includes a self-test.

HEALTH PRECAUTIONS

0902 ($2.50, 58 pp.)
CDP-2 Module II ($35, 16:04)

Daily health routines; what to look for in daily and periodic health screenings; forms and records for child care centers.

WHEN A CHILD IS SICK OR HURT

0903 ($2.50, 30 pp.)
CDP-3 Module III ($35, 17:17)

Signs and symptoms of illness; caring for the sick child; and handling accidents.

MEDICAL PROBLEMS

0904 ($2.50, 46 pp.)
CDP-4 Module IV ($35, 20:21)

Signs of illness, plus discussion of medical problems common to young children, such as skin conditions, body diseases, infections, nutritional problems, contagious diseases, and chronic problems.

THE SERIOUSLY ILL CHILD

0905 ($2,50, 36 pp.)
CDP-5 Module V ($35, 21:05)

How to care for the child with serious illness and for their parents; excerpts from an interview with the parents and teacher of a child who has died.

EMERGENCY CHILD AID

0906 ($2.50, 34 pp.)
CDP-6 Module VI ($35 for videocassette, $145 for 16 mm film, 28:00)

What to do for concussions, burns, broken bones, lack of breathing, and poisoning; discussion and demonstration of how to teach children emergency procedures.

THE GROWING CHILD--FROM BIRTH THROUGH FIVE YEARS

0907 ($3.00, 100 pp.)
CDP-7 Module VII ($100, 21:05 for birth to 18 mos., 19:00 for 18 to 36 mos., and 17:36 for 3 to 6 yrs.)

A brief look at normal child development and growth, followed by three sections on the needs of each age group. Gives overview of mental, physical, language development; what children need from adults; identifying and handling problems.

THE GROWING CHILD--FROM SIX THROUGH FIFTEEN YEARS

0908 ($3.00, 100 pp.)
CDP-8 Module VIII ($100; 18:00 for 6 to 8 yrs., 17:48 for 9 to 11 yrs., 17:19 for 12-15 yrs.)

What to expect in terms of physical, mental and social-emotional development; what children need from adults; identifying and handling problems; and special problems of foster children. Includes a self-test. Needs of each age group follow sections.

COMPLETE SET: EIGHT MODULES

CDP-9 ($280 with videocassettes, $390 with 16 mm film)

HOME VISITOR'S RESOURCE MATERIALS. HOME VISITOR'S KIT VOLUME III.

Edward E. Gotts, Ed., 240 pp., 1977.
Human Sciences Press, 72 Fifth Avenue, New York 10011;
$5.95; $19.95 for 3 volumes.

The third in a series on a home based education program for preschool children provides materials to be used by paraprofessionals in training to be home visitors. Included is narrative and pictorial information on the following eight topics: behavioral objectives; testing and evaluation; reasons why parents are good teachers; introduction to teaching and learning; building better listening skills; the art of respect; and child health.

HOME VISITOR TRAINER'S NOTEBOOK. HOME VISITOR'S KIT VOLUME I.

Edward E. Gotts, Ed., 272 pp., 1977.
Human Science Press, 72 Fifth Avenue, New York 10011;
$14.95; $19.95 for 3 volumes.

The first of three documents in a kit designed to develop skills, knowledge, and orientations in paraprofessionals involved in home based preschool education includes materials and information for a two-week initial training session. The trainer's manual contains objectives, teaching instructions, and written material for the following eight topics: introduction to training, functions of a home visitor, helping children grow and develop, teaching and learning, materials, working with others, resources, health and safety.

MODERATELY AND MILDLY HANDICAPPED (PUBLISHED TRAINING MATERIALS)

ASSIST PROGRAM I: THE MODERATELY/SEVERELY HANDICAPPED, SOURCEBOOK. ASSIST: ASSOCIATE INSTRUCTIONAL SUPPORT FOR TEACHERS

August, 1978; 332 pp.
Indiana University, Developmental Training Center, 2523 E. 10th Street, Bloomington, Indiana 47401; $5.50, 4 reels of 16 mm preservice and inservice films $240.

The first of two documents designed to provide training for paraprofessionals working with students with moderate and severe/profound handicapping conditions, the sourcebook provides information on preservice and inservice education. Narrative is presented and activities are described for the following preservice topics: role of instructional associate; advocacy; student characteristics: and school issues. Self-paced inservice topics include the following eight instructional units: classroom management; the instructional process; motor skills; communication skills; social skills; functional academic skills; personal autonomy skills; and home and community living skills.

ASSIST PROGRAM 1: THE MODERATELY/SEVERELY HANDICAPPED. TEACHER'S GUIDE.

August, 1978; 339 pp.
$5.75

The teacher's guide presents information on preservice and inservice education that follows the topics outlined in the sourcebook.

ASSIST PROGRAM II: MILDLY HANDICAPPED/MAINSTREAMING. SOURCEBOOK. ASSIST: ASSOCIATE INSTRUCTIONAL SUPPORT FOR TEACHERS.

August, 1977; 161 pp.
Indiana University, Developmental Training Center, 2523 E. 10th Street, Bloomington, Indiana 47401; $4.00, 3 reels of 16 mm preservice and inservice films $150.

Designed to train paraprofessionals to work with students with mild handicaps in mainstreamed settings, ASSIST 2 presents information on preservice and inservice education. Four chapters discuss the following preservice topics: the teacher; the students; the school; and the instructional process. Six units cover the following inservice topics: assessment; long-range objectives; short-range objectives; instructional strategies; lesson planning; and lesson evaluation.

ASSIST PROGRAM II: MILDLY HANDICAPPED/MAINSTREAMING. TEACHER'S GUIDE.

August, 1977; 171 pp.
$4.00

The teacher's guide to the topics outlined in the sourcebook.

For ASSIST III, see EARLY CHILDHOOD (PUBLISHED TRAINING MATERIALS).

SEVERELY AND PROFOUNDLY HANDICAPPED (PUBLISHED TRAINING MATERIALS)

BASIC SKILLS AND ACTIVITIES COMPENDIUM: INSTRUCTIONAL OBJECTIVES AND MATCHING ACTIVITIES FOR WORKING WITH SERVERELY AND PROFOUNDLY MENTALLY RETARDED CHILDREN

Winona Green and others, 120 cards, 1977.
Teaching Resource Center, CASE/CUNY, 33 West 42 Street,
New York, N. Y. 10036; $7.00.

Identifies appropriate instructional objectives and matching activities for working with those with severe and profound mental retardation. Each activity can be adapted upward or downward as indicated by the instructional needs of the child. The importance of the use of praise, following each attempt or successful trial, is stressed throughout. Contains many activities designed to improve the child's awareness of self and his or her environment, and his or her ability to communicate needs thereby fostering independent functioning. The materials needed for each activity are listed for most activities; they are basic items that can be found in most households and/or classrooms.

PARAPROFESSIONAL TRAINING MANUAL: AN INSERVICE APPROACH FOR TRAINING STAFF WORKING WITH THE SEVERELY-TO-PROFOUNDLY HANDICAPPED

Winona A. Green and others, 110 pp., 1977.
Teaching Resource Center, Center for Advanced Study in
Education, City University of New York Graduate Center,
33 West 42nd Street, New York, N. Y. 10036; $2.00.

Described is a model for inservice training of paraprofessionals working with those with severe and profound mental retardation. Reviewed are the following training phases: orientation, including a discussion of the program's overview and expectations; demonstration and modeling of activity training; monitoring the resident's progress; and prescriptive programming. Each phase is explained to be followed by a feedback meeting featuring problem solving and discussion. Other topics addressed in the manual are using reinforcement, selected materials, and reviewing participants' performance.

PROJECT MORE & DAILY LIVING SKILLS CURRICULUM

PERSONAL CARE (Teaching Strategy Manual, 13 teacher's handbooks, accompanying sound cassette, and Certificates of Success), #6702, $88.00.

TAKING CARE OF SIMPLE INJURIES (Teaching Strategy Manual, 6 teacher's handbooks, 1 student review booklet, accompanying sound filmstrips and stimulus cards, and Certificates of Success), #6720, $79.00.

James R. Lent, George Peabody College, Nashville, Tennessee
Order from: Hubbard, P.O. Box 104, Northbrook, Ill. 60062.

These programs are the basic elements of the ongoing developmental Daily Living Skills curriculum project developed by Project MORE. The purpose of the project is to provide programs for teaching vital skills that enable the child with a handicapping condition to function more independently in the areas of self, home, and community. The curriculum is a total, systematic, integrated and sequential series of programs. Some skill areas, such as eating, involve aspects of both personal and home care. Others relate to both home and community. The curriculum recognizes and deals with this integration of skills.

Teaching follows a consistent format: 1) each skill is broken down into small ordered steps or increments; 2) instructions are provided for offering four kinds of help (no help, demonstration, verbal help, physical help). All instruction is based upon the premise that the least amount of help possible should be offered. The object is to get the student to perform independently with less and less help. Extensive testing and simple recording devices determine when the student has met the criterion of maximum self-sufficiency and independent performance for him or her.

TOILET TRAINING THE RETARDED: A RAPID PROGRAM FOR DAY AND NIGHTIME INDEPENDENT TOILETING

Dr. Richard M. Foxx and Dr. Nathan H. Arzin
Research Press, Box 317740, Champaign, Illinois 61820; Item No. 0259 (includes book and Program Forms), $8.95 (1-4 copies), $8.05 (5-24), $7.60 (25-49), $7.15, (50-99), $6.70 (100+); Item No. 0260 (book only), 156 pp., $6.95; Item No. 0261 (Program Forms only), $2.95.

Step-by-step directions for implementing procedures to train self-initiated toileting. Special attention is given to problems of the deaf, blind, elderly, partially disabled or nonambulatory, and the mentally ill. Average training time per person is four days. Includes a Program Forms booklet which outlines training and data collection procedures.

DEVELOPMENTALLY DISABLED: (PUBLISHED TRAINING MATERIALS)

CAREER LADDERS AND A TRAINING MODEL FOR THE (RE)TRAINING OF DIRECT SERVICE WORKER IN COMMUNITY BASED PROGRAMS FOR THE DEVELOPMENTALLY DISABLED

Anna Lou Pickett; 227 pp.; 1979.
New Careers Training Laboratory, Center for Advanced Study in Education, CUNY Graduate School and University Center, 33 West 42nd Street, Room 1217, New York, N. Y. 10036; cost is $6.00 postpaid.

The report includes career ladders, a training model for direct service workers serving in community based programs for persons with severe and profound handicapping conditions, and a description of the tasks and methodologies used to develop and design them. The report's appendix includes examples of training models and career development models designed by state and local agencies and by institutions of higher education for those with developmental disabilities.

GOAL PLANNING STRATEGIES FOR DIFFICULT CLIENT BEHAVIOR - A SOURCE BOOK FOR STAFF WORKING WITH DEVELOPMENTALLY DISABLED PERSONS

Peter Houts and Robert Scott; 43 pp.; 1976.
Department of Behavioral Science, The Pennsylvania State University, College of Medicine, The Milton S. Hershey Medical Center, Hershey, Pennsylvania 17033.

Demonstrates how one can go about developing ideas for dealing with difficult client behaviors. Book shows that six strategies have been implicit in their development. Strategies are guides for approaching any problem behavior. Variety of problems confronted include those involving relations with other clients, staff and parents as well as physical problems, self-abusive behavior, elopement, short attention span and stealing.

GOAL PLANNING WITH DEVELOPMENTALLY DISABLED PERSONS - PROCEDURES FOR DEVELOPING AN INDIVIDUALIZED CLIENT

Peter S. Houts and Robert A. Scott; 105 pp.; Illustrated; 1975
Department of Behavioral Science, The Pennsylvania State University, College of Medicine, The Milton S. Hershey Medical Center, Hershey, Pennsylvania 17033.

Workbook for workshops designed to give reader experience in writing individualized client plans with developmentally disabled persons. To be used in conjunction with audio-tape and associate instructor.

HUMAN SERVICE TECHNICIAN IN-SERVICE TRAINING MODULES (COMPETENCY-BASED INSTRUCTIONAL MATERIAL FOR PERSONNEL PROVIDING DIRECT CARE SERVICE FOR HANDICAPPED INDIVIDUALS)

Barbara Lohmeier, Wenden W. Waite, Jerry D. Kelly, Donald E. Hawkins; 131 pp. 1977. Department of Teacher Education, Boise State University, Boise, Idaho.

Instructor guidelines for a curriculum intended for paraprofessional level persons who work with the severely handicapped.

Chapter one provides overview of activities under 3 year BEH grant plus rationale for the development of the curriculum guidelines and modules presented.

Chapter 2 presents recommended behavioral objectives, learning activities and instructor guidelines for the training of Human Service Technicians. Includes competencies.

MEYER CHILDREN'S REHABILITATION INSTITUTE (NEBRASKA) TITLE XX TRAINING PROJECT: TRAINING MODULES

Karen Faison, MCRI, University of Nebraska Medical Center, 444 South 44th Street, Omaha, NE 68105; modules include an instructor's manual, a trainee's manual, and a 1/2" video tape.

MEDICATIONS MODULE

This is designed for direct-service staff who work in community based mental retardation programs and covers the following topics: the important roles they play in medication administration programs; the possible effects of medication; how to observe for and report changes in a client's physical and behavioral signs; how to correctly use agency medication forms; how to store medications correctly; how to safely dispense medications; how to consider the rights and human dignity of a client when administering medications. The module is in printed lesson form and is largely self-instructional. The training need not be conducted by a medications "expert." It does require someone familiar with the individual agency's medical forms and policies. The participation of a medications specialist could enhance the instruction, but is not necessary.

TURNING AND TRANSFERRING MODULE

This is designed to teach direct service staff skills in the following: positioning persons with physical disabilities; transferring persons with physical disabilities from one place to another; turning them from one lying position to another. When students finish this training they will not have the diagnostic and evaluation skills of a clinical specialist, but they will have basic skills in safely turning and transferring persons with physical disabilities. They will be better able to: recognize the need for assistance from a clinical specialist; describe the client's specific needs; and follow the clinical specialist's instructions.

In addition to these modules, others are in preparation. When completed, the modules will form a core curriculum or they may be used as independent units. The other modules are as follows: Critical Analysis Skills; Developmental Disabilities Overview; Introduction to Individual Planning; Setting Goals and Objectives; Strategy Level; Setting Goals and Objectives: Tactics/Techniques; Assessment; Environment and Clients; Achieving Goals and Objectives; Team Planning; and Individual Planning Synthesis.

TRAINEE HANDBOOK
INDIVIDUAL PROGRAM PLAN - A MODEL SYSTEM FOR COMMUNITY FACILITIES

Christy Hawkins, et al; 122 pp. 1978.
Iowa University Affiliated Program, Division of Developmental Disabilities, The University of Iowa

Handbook for producing and understanding an Individual Program Plan (IPP) for the treatment of developmentally disabled people. Helps improve skills related to program planning and provides practice in team or group functioning.

TRAINING PARAPROFESSIONALS TO WORK IN RESIDENTIAL SETTINGS WITH THE DEVELOPMENTALLY DISABLED

John E. Bautsch, 6 pp., 1979.

Residentail Facilities Worker Training Program, Home and Family Education Division, North Seattle Community College, 9600 College Way North, Seattle, Washington 98103.

Paper presented by Bautsch at the annual convention of the Council for Exceptional Children in 1979. Described is the training design of Seattle Community College's Residential Facilities Worker (RFW) Training Program. Its purpose is to train staff persons to work in community based residential settings with children, adults and adolescents with developmental disabilities. Particular emphasis is placed on training for the group home setting. Need is demonstrated for beginning training at the community college level.

The areas of competence forming the core of the training design are as follows: 1) relevant background knowledge; 2) interpersonal skills; 3) remedial teaching skills; 4) performance of observations; 5) performance of duties in supervised settings. These provide the basis for a two-year curriculum. Experience with program and prospects for future are outlined. Paper concludes that RFW is important response to a critical training need.

VISUALLY AND/OR HEARING IMPAIRED (PUBLISHED TRAINING MATERIALS)

LEARNING STEPS. A HANDBOOK FOR PERSONS WORKING WITH DEAF-BLIND CHILDREN IN RESIDENTIAL SETTINGS

California State Department of Education and the Bureau for the Education of the Handicapped. Illustrated. 1976
Southwestern Region Deaf-Blind Center, Sacramento, CA 95814.

This handbook is organized into 3 parts: (1) general information about deaf-blind children; (2) specific activities for use in helping the children to learn new skills; and (3) an alphabetical listing of signs.

PHYSICAL EDUCATION AND RECREATION FOR THE VISUALLY HANDICAPPED

Charles E. Buell, 67 pp., 1973
Aahper Publication-Sales, 1201 16th Street NW, Washington, D.C. 20036; $2.95.

Designed for teachers, paraprofessionals, volunteers or parents who work with students with visual handicaps in schools or at home, the booklet contains information about visual impairments, practical suggestions for physical education and recreation programs, and an annotated bibliography. Described in the first part are the kinds of employment and leisure activities in which blind persons can and do engage; family, public, teachers' and parents' attitudes toward blindness; facts about blindness; and the education of children with visual handicaps. The second part discusses physical fitness activities in relation to the Youth Fitness Test; special equipment; training methods; physical education programs in elementary and secondary school; and recreational activities. Offered in the third section is an annotated bibliography listing books, pamphlets, articles, films, and slides related to physical activities for children with visual handicaps; publications available in braille and large type on physcial fitness; organizations with programs for those with visual handicaps; and books on education and problems of blind people (ordering instructions are included).

PREFERRED SIGNS FOR INSTRUCTIONAL PURPOSES

Developed by Standardization of Signs Committee for the Deaf in Texas. 500 pp. Illustrated. 1978.
Statewide Project for the Deaf, 1102 South Congress Avenue, Austin, Texas 78704. Cost: $5.00.

Categorical arrangement of signs for the deaf selected for instructional purposes. Contains an alphabetical index. Compiled from several sources. Bilingual.

Signs were selected by SOS members to show structure (such as the sign for armadillo); function (transportation) and real or symbolic space (season). Still others are initialized signs that relate to a basic conceptual sign. Certain basic signs are not initialized; however, one may prefer to initialize the signs for future, cat, practice, holiday, weekend, and mouse, using the first letter of the word in forming the sign. The choices of whether or not to initialize is left to the individual's preference.

Signs are arranged in categories with some overlap.

Fingerspelling is combined with signs to form complete sentences.

Illustrations are as self-explanatory as possible.

THEIR SPECIAL NEEDS: AN ACTION GUIDE TO WORKING WITH BLIND RESIDENTS OF MENTAL RETARDATION FACILITIES.

Sally Ragow and Myra Rodrigues; 60 pp.; 1977
Mental Retardation Residential and Consulting Services Branch, Ministry of Community and Social Services, Queens Park, Toronto Canada. Cost: Unknown, paper.

Designed for unit personnel in a residential mental retardation facility, but could be used in community agencies ranging from nursing homes to public schools. Also useful as supplementary reference for a special education survey course. It focuses on self-care for independent living, orientation and mobility, sense training, hand development, and physical activity for those who do not make visual contact and whose learning depends on meaningful and relevant tactile and auditory stimuli. Deals with real needs situations. Written briefly and without jargon.

VOCATIONAL EDUCATION (PUBLISHED TRAINING MATERIALS)

TRAINING MANUAL: PARAPROFESSIONALS, VOCATIONAL STRATEGIES AND SPECIAL NEEDS STUDENTS

Doreen V. Blanc, Boston State College, 67 pp., 1976.
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210; ED 135 983; $.83 for microfiche, $3.50 for hardcover, plus postage.

Designed as a guide to the inservice training of instructional aides in the Vocational Strategies for Special Needs Students Program in Boston, this manual is intended to aid in the general training of paraprofessionals. The inservice training program outlined is aimed at developing the relationship building skills of the instructional aide at the shop training situation. Part A of the manual contains a description of the prospective paraprofessional, the process for hiring, and the responsibilities of vocational instructional aides; a job application form; a discussion of staff structure including the roles of vocational (shop) instructor, resource room teacher, teacher counselor, and training coordinator; and notes on where the use of paraprofessionals has been effective. Part B outlines the seven units of the training program which focuses on specific vocational skills, clinical psychology, handicaps, study of work, and using resources. Suggestions for the trainer include teaching procedures and techniques for the workshop sessions. Suggested format is seven units of workshops, each consisting of five sessions conducted by community experts on topics necessary to effective performance of vocational instructional aides and five complementary sessions conducted by the training coordinator for integrating instructional aides into the total support team and for involving them in verbal and written communication skills.

GENERAL SPECIAL EDUCATION (PUBLISHED TRAINING MATERIALS)

A COOPERATIVE COMMUNITY PRACTICUM APPROACH TO TRAINING SPECIAL EDUCATION AIDES - A TRAINING MANUAL

Barbara McDonnell, Coordinator; 91 pp., March 1980.
Special Education Aide Program, De Anza College 21250
Stevens Creek Blvd., Cupertino, California 95014.

Manual designed to assist community colleges, local education agencies, or others involved in establishing programs [illegible] training paraprofessionals for roles in special education settings. It describes the process that the staff at De Anza College, in Cupertino, California, went through to create a Special Eduation Aide Training Program. It includes needs assessments, competencies, course content, field site selection and field work requirements, evaluation procedures, and recruitment. Additional information available on request.

A HANDBOOK OF EFFECTIVE TECHNIQUES FOR TEACHER AIDES

Dick B. Clough & Bonnie M. Clough, 200 pp., 1978.
Charles C. Thomas, Publisher, 301-327 East Lawrence Ave.,
Springfield, Illinois 62717, $11.75.

A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING

J. William Pfeiffer and John E. Jones, editors; seven volumes plus reference guide to handbooks and annuals (third edition); revised 1974.
University Associates Publishers and Consultants, 7596 Eads
Avenue, La Jolla, California 92037.

The Handbooks contain structured experiences designed to promote varied learning experiences and to be useful in a wide variety of educational and training designs. It contains training materials found to be viable in training designs. Content arranged in order of increasing understanding, skill and experience needed by the facilitator.

CLINICAL SYNDROMES OF MENTAL RETARDATION

Atkinson
Outreach and Development Division, Exceptional Child Center, Utah State University, UMC 68, Logan, Utah 84322; order #21004, $150.00.

This product is intended for use by professionals and paraprofessionals. It includes an in-depth discussion of mental retardation syndromes. A self-contained package, it consists of a monitor's manual, 10 student workbooks audio-tapes, and slides. The units are as follows:

Unit 1: Chromosomal aberrations - Down's Syndrome, Klinefelter's Syndrome, Turner's Syndrome.

Unit 2: Specific Defective Genes - Neurofibromatosis, Tuberous Sclerosis, Phenylketonuria, Hubler's Disease.

Unit 3: Skull and Brain Anomalies - Microcephaly, Hydrocephaly, Spina Bifida.

The three units may be covered without a monitor, however, it is felt that the use of a monitor with discussion following each unit is beneficial. The program is best used in graduate courses. Each participant is given a response manual, which is retained after preparation as a reference guide. Audio portions of each unit are recorded on a separate audio cassette tape. The narration instructs the participant when to respond in his or her manual and when to turn off the recorder if the activities are lengthy. Each unit consists of approximately 70 slides for the slide-sound presentation and 10 slides for pre-and post-testing. Instructional time is about 60 minutes per unit. The Clinical Syndromes Program contains 10 participant's manuals, one monitor's manual, 3 cassette tapes, and 3 carousel slide trays.

Additional participant's manuals (#21005) are $2.25; additional monitor's manuals (#21006) are $6.50.

CLARIFICATION OF P.L. 94-142 FOR THE PARAPROFESSIONAL AND SUPPORT STAFF

Richard P. Holland, 1980.
Research for Better Schools, Special Education Department,
444 North Third Street, Philadelphia, Pennsylvania 19123.

Plain language book designed as a pre-service, in-service, or self-instructional vehicle for use with/by: teacher aides, instructional assistants, secretaries, volunteers, tutors, dormitory supervisors, recreation supervisors, playground attendants, cafeteria workers, bus drivers and other auxilliary personnel. Contains a brief history of the law and explanation of its key provisions; a question and answer section based on questions related to this law that are most frequently asked by paraprofessional/support staff; a series of activities to increase awareness and sensitivity to handicapping conditions, to provide assistance in managing behavior problems, and to supply information about available support services, and an annotated bibliography.

CLASSROOM AIDES' HELPER

130 pp., 1980.
VORT Consortium, Box 11552M, Palo Alto, California 94306;
No. 250 is $5.95/each, No. 251 is $49.95 for 10 copies. Add 5% for shipping and handling.

Personalized workbook providing training for aides on 8 units: Educational Policies, Child Development, Facilities and Equipment, Readiness Skills, Reading Skills, Math Skills, Applied Skills, Writing Skills. Written for adaptation to your program's specific policies and procedures. Provides each aide with an individual perspective on how to be most effective in working for the teacher to the benefit of each student. Developed and field-tested as part of a district's aide training program, it can be used for team planning and role clarification, and it can be used by parents/paraprofessionals/volunteers in both the classroom and at home.

HANDICAPPED IDENTIFICATION TRAINING FOR PARAPROFESSIONALS

Education Service Center, Richardson, Texas, 168 pp.
Deanna Tate and Joanne Traylor, Texas Women's University,
Box 23975, Denton, Texas 76204.

Notebook designed to help train the paraprofessional to participate in recognizing handicaps in young children, identify resources and provide a good environment for these children as well as to work with a team for children with special needs and their parents. The audience is meant to be paraprofessionals working with students with handicapping conditions in child-care centers and public school early childhood programs.

HELP! THESE KIDS ARE DRIVING ME CRAZY

Dr. Ronald D. Carter, 118 pp.
Research Press, Box 317740, Champaign, Illinois 61820; Item No. 0062, $4.95 (1-4 copies), $4.45 (5-24), $4.20 (25-49), $3.95 (50-99), $3.70 (100+).

Illustrated, lighthearted book offering nontechnical approach to teaching the methods and practices of systematic behavior management in the classroom.

HELPING SKILLS. A BASIC TRAINING PROGRAM

Steven Danish and Allen L. Hauer, 1973.
Human Sciences Press, 772 Fifth Avenue, New York, N.Y. 10011; Leader's Manual, is $1.95, Trainee's Workbook is $6.95, both are $7.95.

This training program is designed to enhance the helping abilities of paraprofessional, human service and social service personnel. It clarifies specific training skills and contains training procedures, homework assignments, and evaluation devices. The author's provide a study of the following skills: increasing awareness of one's own motivation to be a helper; using effective verbal and nonverbal behavior; understanding the communication of others; using effective self-involving behavior; and establishing optimal helping relationships. The program provides a trainee's workbook as well as a leader's manual.

INTRODUCTION TO MENTAL RETARDATION: PLANNING, IMPLEMENTING AND EVALUATING TRAINING FOR PARAPROFESSIONALS AND/OR SURROGATE PARENTS

Hertlein, Konopasek, Stile.
Outreach and Development Division, Exceptional Child Center, Utah State University UMC 68, Logan, Utah 84322; order #23016; $.90.

Describes the planning, implementation, & evaluation of training paraprofessionals and/or surrogate parents on the concepts of mental retardation, attitudes toward the mentally retarded, normalization and the mentally retarded, the use of task analysis, and an introduction to behavior management. (Paper presented at the 55th Annual International Convention of the Council for Exceptional Children, Atlanta, April, 1977.)

PARAPROFESSIONALS IN SPECIAL EDUCATION

Victor S. Lombardo, 240 pp., 1980.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue,
Springfield, Illinois 62717.

Part I of this training manual discusses the emerging role of the paraprofessional in special education and provides guidelines for the recruitment, selection, and training of paraprofessionals in this field. In Part II, attention is turned to the mainstreaming of special children and youth and, in separate chapters, outlines of children who are mentally retarded, learning disabled, behaviorally disabled, gifted and talented, speech and/or language disordered, visually impaired, physically impaired, physically impaired, and hearing impaired. It also presents guidelines for working with all these children.

Features include a listing of specific learner outcomes; sample training schedules for each session; lists of suggested books, pamphlets, and audio-visual aids, multiple choice and true/false questions which can be used as pre-test or post-test items; and a selected listing of agencies and organizations concerned with specific subcategories of special students.

May be used as in-service training manual by school districts and local agencies or as a pre-service college text. Adaptable for group/class lessons or for independent study. Informative reference for teachers, administrators and consultants working in the field.

PARENT TRAINING PROGRAM

Glen Latham
Outreach and Development Division, Exceptional Child Center,
Utah State University UMC 68, Logan, Utah 84322; #21001,
$350.00.

This program can be used for the inservice training of parents, teachers, paraprofessionals, and professionals. It is applicable in homes, institutions, education, and small group training. It may be used as part of a library in schools, universities, and training centers. It contains both instructor and student manuals, tapes and slides.

The four presentations of the Training Program are:

Unit 1: Behavior: Emphasizes the analysis of complex behaviors and the synthesis of simple behaviors into an instructional sequence.

Instructional time: 100 minutes

Unit 2: Cues: From observing the child you can identify a complex behavior, analyze it, pinpoint the step-by-step simple behaviors, and then attach a child's cure to each simple behavior.

Instructional time: 95 minutes

Unit 3: Reinforcement: Identification and action of reinforcers is covered in detail. The parent practices the pairing and fading of reinforcers with the behavior chains prepared in preceding units.

Instructional time: 100 minutes

Unit 4: Programming and Recordkeeping: Integrates all the preceding units by stressing the systematic monitoring of behavior using simple charting procedures. These monitoring skills are used to determine entering skills, follow progress through a task sequence and assess the effect of "reinforcers."

Instructional time: 95 minutes

The four slide-sound presentations described above can be presented several days apart to allow students to apply the instructional skills taught by the presentations to their child with a handicapping condition. Program includes seven slide carousel trays, one monitor's manual, ten participant's manuals and five audio cassette tapes.

Additional Participant's Manuals (#21002) available for $3.75; Additional Monitor's Manuals (#21003) at $7.50.

RESOURCE BOOK: A PROGRAM FOR THE CHILD WITH HANDWRITING PROBLEMS

Hofmeister, Konopasek and Willis; 67 pp.; October, 1975
Special Education Instructional Technology Project,
Exceptional Child Center, UMC 68, Utah State University,
Logan, Utah 84322.

Instruction in handwriting for the severely handicapped child or the normal child with chronic handwriting problems. Uses the successive approximation approach to handwriting instruction teaching a child not only to write upper and lower case cursive and manuscript letters of the alphabet, but his or her name as well. The teacher can use the principles set forth in the packet and expand them to include instruction of other words, phrases and complete simple sentences. Special section for left handers.

RESPONSIVE STAFF DEVELOPMENT SERIES

Far West Laboratory for Educational Research and Development Order Department, Far West Laboratory, 1855 Folsom St., San Francisco, CA 94103; $14 per set, only sold as a set, orders must be prepaid.

This is a series of seven booklets, each describing integral elements of the asset-oriented inservice program for teachers that has evolved from the Responsive Education program for children. Together, the booklets form a comprehensive picture of responsive staff development. They are as follows: I) Overview; II) The Responsive Process Staff Developer; IV) Planning and Setting Conditions for Learning; V) Working With Individuals and Small Groups; VI) Conducting Responsive Workshops; VII) Responsive Evaluation in Support of Staff Development.

TEACHER AIDE HANDBOOK: A GUIDE FOR NEW CAREERS IN EDUCATION

Mary Lou Brotherson and Mary Ann Johnson, 1971
Interstate Printers and Publishers, Inc., Danville, IL 61832.

This book is an outgrowth of the theory that teacher's aides are a natural response to educational studies that indicate children learn more effectively in small groups. Contents include how to prepare for a new learning experience, education in our nation, worlds of the teacher aide, opportunities for training, introduction to child development, and finding the best job for you. Included are recommended reading lists, resources for pamphlets and periodicals, the use and certification of teacher aides in the United States, current sources for funds for using and training teacher aides, and a teacher aide interest inventory.

NOTE: A 1980 update of this book is in the works. For information, contact Mary Lou Brotherson at 1105 West University, Champaign, Illinois 61820.

THE PEG PROGRAM

Northeast Network for Curriculum Coordination, Bldg. 4103--Kilmer Campus, Rutgers University, New Brunswick, N.J. 08903.

Materials for this program (described in the section on TRAINING MODELS: GENERAL SPECIAL EDUCATION) were developed in cooperation with the New Jersey State Department of Education, Vocational Education Division. Free microfiche copies of the materials are available at the above address. The documents included are as follows: Overview, Facilitator Manual, Student Manual, Foundations, Terminology, Observing/Recording, Skillbank, Studybank, and Auditory/Visually Impaired.

THE SUCCESSFUL PARAPROFESSIONAL'S WORKBOOK

Debby and Gene Lund, 82 pp., 1980.
346 Carol Street, Idaho Falls, Idaho 83401.

Workbook designed to be used with the Lund's "Workshop for Special Education Paraprofessionals." The workshop provides basic training including background information about special education and mastery of competencies that lead to a certificate for those who complete the course. The content was determined by evaluating the failures of unsuccessful paraprofessionals. The format combines both pre-and inservice training. Trainers receive a TRAINER'S GUIDE and principals a PRINCIPAL'S GUIDE to assist in orientation to this program. This material was developed in cooperation with the Idaho State Department of Special Education.

THURSDAY'S CHILD HAS FAR TO GO: Help at Home for Handicapped Children and Their Families

Patricia W. Soyka; 1979.
National Council for Homemaker-Home Health Aide Services, Inc., 67 Irving Place (6th Floor), New York, N.Y. 10003; $3.50 for members, $5.50 for nonmembers.

This book shows how homemaker-health aide service can provide an extra margin of strength to preserve the home and family when they are confronted by children with special problems. Recommended to personnel of homemaker-home health aide programs as well as to professionals working with families and children in mental health, juvenile delinquency, terminal illness, abuse, and chronic illness specialty fields. It also suggests new options for parents of children with special problems.

WHEN YOU CARE FOR HANDICAPPED CHILDREN

Texas Department of Human Resources, Child Development Program
Division 529-A, P.O. Box 2960, Austin, Texas 78769; free to Texas residents, $11.00 print charge to non-Texas residents.

This guide is written in non-technical terms. Part I includes and overview and sections on Screening, Referral, Assessment, and Individual Plans. Part II focuses on specific types of handicapping conditions including sections on Health, Motor, Visual, Hearing, Speech/Language, Learning and Emotional Problems. Part III, "Special Considerations," includes sections on Adapting the Environment, Self-Concept, Behavior, Involving Parents, and Infants. Includes an annotated listing of other resources.

WHY NOT COMPETENCE?--A GUIDE FOR TRAINING SPECIAL EDUCATION AIDES

Focus on Children, Inc., 2905 King St., Suite 7, Jonesboro, Arkansas 72401; $14.95, 1980.

A Trainer's Manual developed and field tested with paraprofessionals by staff trainers. It provides staff trainers with a competency-based course which is solid in theory, instructional content, teaching strategies, observation checklists and materials for distribution to trainees. Includes trainee's workbook with over 100 training suggestions (role plays, discussions, audio visual aids and many activities). Also has annotated bibliography of books and resources for each section.

THE TEACHER AIDE IS SPECIAL

Focus on Children, Inc., 2905 King St., Suite 7, Jonesboro, Arkansas 72401; $11.95 ($10.95 for 10 or more copies); 1980.

A Trainee's Workbook developed for trainer to use in conjunction with Why Not Competence? Includes five training modules: Teacher and Teacher Aide Working Together; Understanding the Special Child; Teaching the Special Child; Understanding Families; Job Skills. Workshop objectives are listed at the beginning of each module. Most sections have exercises and assignments for the trainee to complete. Performance competencies are listed at the end of each module that deals with classroom performance.

SPEECH AND LANGUAGE (PUBLISHED TRAINING MATERIALS)

CURRICULUM TO TEACH PARAPROFESSIONALS TO CARRY OUT SPECIFIED SPEECH AND LANGUAGE ACTIVITIES

Grace Hodgson, 1980
Santa Fe Community College, Career Associate in Special Education Program. Box 1530, 3000 N.W. 83rd Street, Gainesville, Florida 36201.

Curriculum designed to train paraprofessionals working as "cottage parents" to conduct speech and language training activities with children with handicaps at all hours of the day that the paraprofessionals are in contact with the children.

LANGUAGE ACQUISITION PROGRAM FOR THE RETARDED OR MULTIPLY IMPAIRED

Dr. Louise Kent, 198 pp.
Research Press, Box 317740, Champaign, Illinois 61820; Item No. 1212, $7.95 (1-4 copies), $7.15 (5-24), $6.75 (25-49), $6.35 (50-99), $5.95 (100+).

Designed to teach a language system which may be oral, manual or some combination of the two. Covers the acquisition of prerequisite attending behaviors and motor imitation and outlines procedures for acquiring selected receptive and expressive language skills, sequenced according to difficulty. Includes a manual signing system. Designed for use with no further preparation.

BEHAVIOR MANAGEMENT (PUBLISHED TRAINING MATERIALS)

A POSITIVE APPROACH TO MANAGING DISRUPTIVE BEHAVIOR

Luke S. Watson, Jr., Jim Owen, and Randy Uzzell
Behavior Modification Technology, P.O. Box 3251,
Tuscaloosa, Alabama 35404; $8.95

A 3-alternative treatment approach is presented. The first consists of group scheduling and reinforcement techniques. For those who don't respond to this treatment, a Backup Trainer technique plus loss of tokens (fines) and priveleges, as well as Required Relaxation, are used. The third alternative involves use of Overcorrection, Positive Practice, and Time Out. This manual shows how to manage the 18 most common types of disruptive behavior problems, including aggressive behavior and destruction of property. There is also a section on managing large, physically aggressive clients and a section on the use of Crisis Teams for managing disruptive behavior in institutional and community settings, using fairly traditional staffing ratios. Photographic illustrations are included to show how each technique is used.

BEHAVIOR MODIFICATION: A PROGRAMMED TEXT FOR INSTITUTIONAL STAFF

J. Bassinger, R. Ferguson, L. Watson, and S. Wyant
Behavior Modification Technology, P.O. Box 3251,
Tuscaloosa, Alabama 35404; $5.90.

Designed to be used as the textbook for an institutional inservice training program. Written without any technical terms; reinforcement, stimulus control, and other behavior shaping principles are discussed. All principles are illustrated in terms of an aide's everyday life experience.

HOW TO TEACH INDEPENDENT LIVING SKILLS AND MANAGE DISRUPTIVE BEHAVIOR

Luke S. Watson, Jr.
Behavior Modification Technology, P.O. Box 3251,
Tuscaloosa, Alabama 35404; $9.00

Presents techniques for teaching clients who are retarded and psychotic independent living skills and managing their disruptive behavior. This programmed text introduces the reader to the operant approach to behavior modification. Both forward chaining and backward chaining training approaches are reviewed. Reinforcement techniques are covered extensively. There is a Troubleshooting chapter on how to deal with the 13 most common problems that occur in training programs. This program is ideally suited for training paraprofessional staff as well as teachers, nurses and BA or MA level psychologists. Written in easy-to-read style, it has been field tested with approximately 300 psychologists, teachers, nurses and psychiatric aides.

GENERAL MATERIALS (PUBLISHED TRAINING MATERIALS) These materials may be used to train or as references and resources.

A REVIEW OF NUTRITIONAL FACTORS IN MENTAL RETARDATION

Mahoney, Brown
Outreach and Development Division, Exceptional Child
Center, Utah State University UMC 68, Logan, Utah 84322;
order #23007; $2.50.

Presents a review of the literature and the state of the art of nutritional factors that affect mental retardation. The study covers several prenatal and postnatal diet areas, nutritional status of mother and offspring, weight gain, metabolic changes possible, growth retardation, nutritional and behavioral abnormalities relationships, neurological effects, and many related areas.

ADVISOR'S GUIDEBOOK FOR SELF-ADVOCACY

Jeff Woodward, 135 pp., 1980.
Technical Assistance for Self-Advocacy Project, UAF-University of Kansas, Lawrence, Kansas 66045.

Designed for use primarily by advisors (helpers) to self-advocacy groups of people who are mentally retarded. May also be useful to service providers, parents and others who want to learn about self-advocacy. Outlines how to organize a self-advocacy group and details the role of the advisor. Chapters on forming committees, planning, advisory boards, incorporation, working with other groups, using the media, conventions, training self-advocacy skills, and the advisor relationship to sponsor management.

AS WE GREW WITH BARBARA

Lotte E. Moise, 232 pp., June, 1980
Dillon Press, Inc., 500 South Third Street, Minneapolis, Minnesota 55415; $8.95 plus 75¢ postage and handling for each copy.

Personal story of parents of a child born 26 years ago with developmental disabilities. Tells of the lack of resources in the 1950's and how the Moises' parent group established a special school. Leads up to today when their daughter, Barbara, has established a responsible lifestyle away from home in a facility for young adults. Includes an overview of the resources available today for persons with developmental disabilities and the author's own recommendations on important aspects of programs and services.

I CAN DO IT! COOKBOOK FOR PEOPLE WITH VERY SPECIAL NEEDS

Patricia Bell, Editor; 64 pp.; fully illustrated; 1979.
K & H Publishing Co., Inc. 3475 Via Oporto, Suite 204, Newport Beach, California 92663. Cost: $15.95 hardbound spiral.

Step-by-step photo-illustrated cookbook for the trainable mentally retarded and learning disabled. Recipes and instructions from making juice to salisbury steak with mushroom gravy. Each is coded according to the degree of difficulty involved in preparation. Special hints on shopping, menu planning, nutrition, use of appliances and utensils, with emphasis on safety and cleanliness.

MENTAL RETARDATION--A CHANGING WORLD

Leonard Lippman, 28 pp., 1979.
Public Affairs Pamphlets, 381 Park Avenue South, New York 10016; 50¢ for single copies, lower rates for multiple copies; order #577.

One in a series of educational pamphlets written for the general public by the Public Affairs Committee on vital economic and social problems. This pamphlet gives an overview of the nature and causes of mental retardation, its effect on families, the services available, and the rights of persons who are retarded.

Other titles of interest in this series are as follows:

#522 INDEPENDENT LIVING FOR DISABLED PERSONS

#504 HELPING THE HANDICAPPED TEENAGER MATURE

#405 HELPING THE SLOW LEARNER

#571 RECREATION FOR DISABLED PERSONS

#557 JOBS FOR HANDICAPPED PERSONS

#540 BEHAVIOR MODIFICATION

#473 LIVING WITH BLINDNESS

#401 CEREBRAL PALSY--MORE HOPE THAN EVER

#335B MULTIPLE SCLEROSIS: GROUNDS FOR HOPE

#172 WHEN MENTAL ILLNESS STRIKES YOUR FAMILY

All of the above pamphlets are available at the following rates:

quantity	same title	mixed titles
1 to 9 copies	50¢ each	50¢ each
10 to 99 copies	35¢ each	37¢ each
100 to 249 copies	30¢ each	32¢ each
250 to 499 copies	28¢ each	30¢ each
500 to 999 copies	26¢ each	28¢ each
1000 to 4999 copies	24¢ each	26¢ each
5000 to 9999 copies	22¢ each	24¢ each

No shipping charges on prepaid orders.

SELF-ADVOCACY: A BASIC RIGHT

Welter, Hanna, and Kitch, 21 pp., 1978.
The Kansas University Affiliated Facility at the University of Kansas, 248 Haworth Hall, Lawrence, KS 66045.

Discusses key elements needed to successfully plan and organize a self-advocacy organization and tells the story of how people in Oregon and Kansas formed successful organizations of, by, and for adults with handicapping conditions in their states.

STICKS AND STONES: THE STORY OF LOVING A CHILD

Elizabeth Pieper
Human Policy Press, Box 127, Syracuse, N.Y. 13210; order HPP-8, $4.00.

One parent's account of raising a child with disabilities in America. It describes the ways society discriminates against such children. Looks at the major problems that parents encounter when they seek educational, medical, counselling, and diagnostic services.

THE ORIGIN AND NATURE OF OUR INSTITUTIONAL MODELS

(Revised, with Historical Photographs)
Wolf Wolfensberger
Human Policy Press, Box 127, Syracuse, N.Y. 13210; order HPP-4, $3.50.

The history of institutions provides us with descriptive data, historical quotations, and ideological insights into how institutions have traditionally treated persons labeled "retarded." It is not a book about the "retarded" or "disabled" but a book about our society and how institutions created disabilities.

THE SELF-ADVOCACY WORKBOOK

Nancy E.S. Gardner, 262 pp., 1980.
Technical Assistance for Self-Advocacy Project, UAF-University of Kansas, Lawrence, KS 66045.

Written for "the people with the disabilities that everyone talks about." Designed to help people with developmental disabilities take charge of their lives through self-advocacy groups. Chapters are as follows: What is Self-Advocacy?; Forming a Group; Running a Group; Working with an Advisor; Working with a Board of Advisors; Writing a Plan; Forming Committees; Incorporation; Working with Other Groups; Publicity; Having a Convention; and Getting Resources. Written in an easy to read style.

THE SOURCE BOOK FOR THE DISABLED

Glorya Hale, editor, 299 pp., 1979.
Paddington Press, distributed by Grosset & Dunlap in the United States, $15.95.

Explains and explores the attitudes toward and available options for persons with disabilities and illustrates the kinds of aids which can make life fuller, more comfortable and more independent for them. Contains sections on home life, leisure and recreation, parenthood, life in public, personal needs, sexuality, children and teenagers with disabilities, and a list of resources. Illustrated with photographs and more than 600 drawings, this book is also useful for the families and friends of those with disabilities.

WHAT'S THE DIFFERENCE? TEACHING POSITIVE ATTITUDES TOWARD PEOPLE WITH DISABILITIES

Ellen Barnes, Carol Berrigan, and Douglas Biklen
Human Policy Press, Box 127, Syracuse, N.Y. 13210;
order HPP-11, $6.00.

A book of classroom activities which suggests over 90 ways for teachers to help students develop greater familiarity with and understanding of their peers who are disabled. This collection includes field-tested approaches to such questions as: What do you do when children call each other names? How do you help children get beyond the "awkward" moments that so often punctuate first encounters with classmates with disabilities? How do you teach a child what it's like to be unable to see? The activities parallel the themes raised in the "Feeling Free" television series. They are coded into the standard curricular areas such as reading, math, social studies, music and art, so that teachers can integrate them into the on-going educational plan.

II. TRAINING MATERIALS: AUDIOVISUAL

These materials, on film, videotape, and sound synchronized slides/cassettes, may be useful in the training of paraprofessionals to work in educational programs for people with handicapping conditions. They are divided into the following areas: Staff Training and Development; Human Development; Skill Training; and General Issues.

STAFF TRAINING AND DEVELOPMENT (AUDIO-VISUAL TRAINING MATERIALS)

A CASE FOR FAMILY TRAINING

Experimental Training Unit, video tape, 28 min.

Media Services, Child Development and Mental Retardation Center, WJ-10, University of Washington, Seattle, WA 98195; weekly rental is $10, purchase price is $56 for 1/2" EIAJ and $66 for 3/4" U-matic.

Provides an overview to a systematic process for training parents in management and instruction of their children with severe/profound handicapping conditions. The four segments demonstrate assessment, program planning, training and ongoing assessment and training.

GETTING TO KNOW YOU: EARLY PARENT-INFANT RELATIONSHIPS

Staff Development Programs in Perinatal Care: Educational Module on Parent-Infant Interaction - National March of Dimes; programmed slide presentation, Part I: 10 min., Part II: 11 min., Part III: 16 1/2 min.
Obtainable from local chapter of the March of Dimes.

I: "A Unique Individual" - Infant behavior. Explores individual differences in infant capabilities and the influence of infant behavior on parents and nurses. Clinical assessment of selected newborn infants behavior and incorporation of knowledge in parent teaching are included.

II: "First Impressions" - Parent-Infant Acquaintance Process. Traces the development of how parents and infants learn about each other. Explores the effects of parental characteristics and infant behavior in early parent-infant relationships. Clinical application is incorporated.

III: "A Commitment to Love" - The Attachment Process. Traces development and significance of parental attachment for the infant. Includes ways of assessing clues of attachment during the perinatal period.

HOME MANAGEMENT PROCEDURES

Experimental Education Unit, Child Development and Mental Retardation Center, video tape, 35 min.
Media Services, CDMRC, WJ-10, University of Washington, Seattle, WA 98195; weekly rental is $10, purchase price is $69 for 1/2" EIAJ or $78 for 3/4" U-matic.

A presentation for training students in behavioral management procedures in a home setting. The tape is composed of four parts: 1) Initial Interview, Identify the Problem; 2) Design and Implementation of Home Program; 3) Evaluation of Home Program; 4) Terminating the Case.

KANSAS PARAPROFESSIONAL MEDIA AND MATERIALS

This material, developed by the Paraprofessional Training Program of the Kansas Department of Special Education, can be borrowed from the program by wrting to them at 120 East 10th Street, Topeka, Kansas 66612. Film strip/tapes with audible and inaudible pulses can be purchased for $55 per unit by contacting Don Hardesty, Central Research Corporation, Tower Suite 900, First National Bank Building, Topeka, Kansas 66603.

These materials are listed by title, followed by an indication of the type of material it is and the target audience for whom it is intended.

1. KANSAS FACILITATOR MODEL (Sound synchronized slides/cassette, general orientation)

Explores the history and circumstances behind the increased responsibilities local schools now have for special education instruction and traces the evolution of the decentralized but state coordinated Facilitator Model in Kansas as a successful mechanism for the development, training and maintenance of effective special education programs.

2. PUBLIC LAW 94-142 (sound synchronized slides/cassette, general orientation)

Explains the new federal law dealing with the needs of children with handicapping conditions and the way in which the wise use of special education instructional paraprofessionals can assist local education agencies in meeting the challenge and requirements of the various aspects of the new law (increased numbers least restrictive environment, etc.).

3. PARAPROFESSIONALS: ROLES AND RESPONSIBILITIES (sound synchronized slides/cassette, general orientation)

Explains the overall concept and justification of the special education instructional paraprofessional. Also provides a detailed outline of the general roles and responsibilities of these paraprofessionals in terms of the total task of teaching and caring for special education students as well as in the I.E.P. process (development, implementation, and evaluation).

4. GUIDELINES FOR ADMINISTRATION, TRAINING AND UTILIZATION OF PARAPROFESSIONALS IN SPECIAL EDUCATION PROGRAMS (printed document, 71 pp., facilitatiors, administrators, teachers and paraprofessionals)

Aimed primarily at administrators, this document outlines the administrative responsibilities (planning, employment, needed qualifications, supervision, and evaluation of paraprofessionals); the statutory laws; the definition, roles and responsibilities of paraprofessionals; the training of paraprofessionals; and as well provides a very detailed outline of the different tasks a paraprofessional can perform in eleven different types of special education categorical programs.

5. FACILITATORS' MODEL MANUAL (printed document, facilitators, administrators, teachers and paraprofessionals)

Primarily oriented to state coordinators (in other states), this manual provides an explanation of the process and all forms, procedures and programs used in the Kansas program. Provides sample agendas, memos, training outlines, definitions, guidelines, and a history that details the evolution of the program.

6. GENERAL TEACHER TRAINING--WORKING WITH A PARAPROFESSIONAL (sound synchronized slides/cassette and manual, special education teachers.

Developed for special education teachers who are anticipating, just getting started or currently working with special education instructional paraprofessionals. Deals with the basics of why, who, how, when, and likely benefits. Covers supervision and team development.

7. GENERAL PARA TRAINING--COMMUNICATIONS (slides/cassette and exercises, paraprofessionals)

Developed for use with both new and experienced paraprofessionals, this program aims at improving basic communication skills (listening, reflecting, summarizing, encouraging communications, motivating, verbal and nonverbal aspects and more). Generally developed for approximately a 2 1/2 hour group training session but can be used for individual training and for shorter or longer sessions.

8. GENERAL PARA TRAINING--EDUCATIONAL ENVIRONMENT (slides/cassette and exercises, paraprofessionals)

Developed for use with both new and experienced paraprofessionals, this program explains the importance of the total educational environment and how the use of various arrangements, materials, procedures and techniques can stimulate and facilitate the learning of special education students.

9. GENERAL PARA TRAINING--INSTRUCTIONAL PROCESS (slides/cassette and exercises, paraprofessionals)

Developed for use with both new and experienced paraprofessionals, this program focuses on the instructional process and deals with the details of the overall roles and responsibilities of the paraprofessional in the process. Discusses helpful techniques and approaches.

10. GENERAL PARA TRAINING--CLASSROOM MANAGEMENT (slides/cassette and exercises, paraprofessionals)

Developed for use with both new and experienced paraprofessionals, this program details the need for and several effective approaches to good classroom management. It aims the paraprofessional towards the system or systems a special education teacher might use and how the paraprofessional can participate in and provide support for the special education teacher in her or his particular approach.

11. ORIENTATION FOR ADMINISTRATORS (sound synchronized slides/cassette, administrators)

A program approximately 20 minutes long that spells out, explains, and illustrates administrative aspects, laws, regulations, forms, procedures, and helpful directions in overseeing a paraprofessional program in a local school or co-op.

12. PARAPROFESSIONAL TRAINING PROGRAM (LD & ED) (sound synchronized slides/cassette, paraprofessionals)

A two-part, 20 minute, synchronized slide-tape orientation and training program that covers LD (10 minutes) and ED (10 minutes).

13. PARAPROFESSIONAL TRAINING PROGRAM (HI, VI, OH,* GIFTED AND SPEECH) (sound synchronized slides/cassette, paraprofessionals)

A five-part, 20 minute orientation and training program that covers HI (4 minutes), VI (4 minutes), OH (4 minutes), Gifted (4 minutes) and Speech (4 minutes).

14. PARAPROFESSIONAL TRAINING PROGRAM (EMR, TMR, SMH) (sound synchronized slides/cassette, paraprofessionals)

A three-part, 20 minute, orientation and training program that covers EMR, TMR, and SMH.

MAINSTREAMING TRAINING SERIES

Thomas N. Fairchild, editor.
Teaching Resources Corporation, 50 Pond Park Road, Hingham, Mass. 02043.

Each workshop kit contains a filmstrip (100-120 frames), audicassette (20-30 min.), Leader's Guide (30-40 pp.,) and book of the same title from the Mainstreaming Series. The units, with prices, are as follows:

96-001	MANAGING THE HYPERACTIVE CHILD IN THE CLASSROOM, $49.95
96-004	MAINSTREAMING CHILDREN WITH LEARNING DISABILITIES, $49.95
96-008	KEEPING IN TOUCH WITH PARENTS, $49.95
96-009	THE PUBLIC LAW SUPPORTING MAINSTREAMING, $49.95
96-013	INDIVIDUALIZED EDUCATIONAL PROGRAMMING (IEP), $49.95

This multimedia series offers complete workshop programs on the successful implementation of the programs mandated by P.L. 94-142. Techniques useful for mainstreaming exceptional children are presented through experiential learning activities, filmstrips, and audicassette tapes. Each kit in the series contains complete instructions for implementing one-hour and three-hour workshops including activities, group discussion topics, and use of the filmstrips/cassettes. It can be used for self-instruction as well as for group work.

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*HI (Hearing Impaired), VI (Visually Impaired),OH (Orthopedically Handicapped).

MOVING AND LIFTING PATIENTS

Sister Kenny Institute, 16mm black and white film, 23 min., 1976.
Sister Kenny Institute, Publications-AudioVisuals Office, Chicago Avenue, at 27th Street, Minneapolis, MN 55407; rental is $25, sale $250.

Principles of good body mechanics and practical application in moving and lifting patients in bed are demonstrated. Techniques are shown for moving the patient with or without a turning sheet.

SIGN LANGUAGE WITH NON-VERBAL CHILDREN

American University Project Video Reach, black and white 1/2" videotape, 15 minutes, 1978.
Center School North Virginia Training Center, 9901 Braddock Road, Fairfax, Virginia 22032; rental is $5.

The procedures one would follow to teach persons with severe mental and physical handicapping conditions to communicate by using signs are described and demonstrated in this tape. Finger exercises to increase dexterity, methods of teaching individuals to attend, high incidence sign-vocabulary, and a consistent program of positive reinforcement to increase non-verbal children's use of sign language are all depicted.

TUCSON UNIFIED SCHOOL DISTRICT TRAINING FILMS

Vera Yager, former director of paraprofessional programs, T.U.S.D.
Films may be ordered from the National Resource Center for Paraprofessionals in Special Education, CASE/CUNY, 33 W. 42nd Street, New York, N. Y. 10036. They will loan them to be copied; loanee must guarantee films will be mailed back.

All the following training films are on 1/2" cpen reel video tape:

RESTRAINTS

11 mins.; 1977.

Approved restraint techniques for the handling of more agressive behaviors.

BODY MANAGEMENT

15 mins., 1977.

Different techniques that can be used in a Public School System for behavior control.

I CAN LEARN TOO

27 mins., 1978.

Documentary on varied programs in special education for orientation of the paraprofessionals.

HANDS ON

15 mins., 1978.

Techniques used by paraprofessional teacher aides and health clerks in the classroom; includes spots on feeding, transfers, and tracheotomy.

I MOVE TO LEARN

28 mins., 1979.

Sensory development with students who are educable, trainable, and multi-handicapped exhibiting integrated function, early locomotive movement and vestibular and bilateral integration.

LET'S COMMUNICATE

25 mins., 1978

Training film for paraprofessionals--after speech and language workshops--to see if they can monitor the errors in the articulation segment.

A CHANGING VIEW

28 mins., 1979.

Students with physical and multiple handicapping conditions in the process of mainstreaming.

OT/PT AT WHITMORE

20 mins.; 1979.

General techniques used daily by paraprofessionals in the classroom serving students with multiple handicapping conditions. Dental hygiene, transfers, special equipment, feeding and other topics are covered.

HUMAN DEVELOPMENT (AUDIOVISUAL TRAINING MATERIALS)

ALMOST ME: A DEVELOPMENT DISABILITIES PRIMER - AUTISM

16 mm. Color film, 29 minutes, 1977.
Wisconsin Council on Developmental Disabilities, Division of Community Services, 1 West Wilson Street, Madison, WI 53702; free rental.

Information is provided about the characteristics of of children with autism, with early identification and treatment as the main focus. Parents discuss their feelings and reactions to learning that their child is autistic. Difficulties the parents have in daily interactions with their children and in discerning the causes of their autistic child's behavior is briefly covered. A check-list of specific characteristics and information about autistic-like behavior is provided. Produced by Michael Ward, Wisconsin Department of Health and Social Services.

DEVELOPMENT OF FEEDING PATTERNS IN NORMAL INFANTS

Clinical Training Unit, Child Development and Mental Retardation Center, video tape, 63 min.
Media Services, CDMRC, WJ-10, University of Washington, Seattle, WA 98195; weekly rental is $10; purchase price is $73 for 1/2" EIAJ and $82 for 3/4" U-matic.

Suzanne Morris demonstrates and discusses the sucking and chewing patterns in babies of various ages.

DEVELOPMENTAL SEQUENCES FOR THE CHILD WITH CEREBRAL PALSY

New England Developmental Disabilities Communication Center, black and white 1/2" videotape, 30 minutes.
Commonwealth Mental Health Foundation, Media Resource Center, 4 Marlboro Road, Lexington, MA 02173; rental is $15.

A series of exercises and play routines are shown as physical therapists work with young children with cerebral palsy. They try to encourage gross motor skills to further creeping. The therapists use a variety of toys and equipment to teach the children to move, stretch and put stress on unused muscles. The physical therapy program is designed according to each child's disability. Four different children are shown receiving therapy.

EXCEPTIONAL CHILDREN: DEVELOPMENT AND DELAYS

Project PASE, Department of Child Development, San Antonio College, San Antonio, Texas 78284; video tape; will copy for free if blank video cassette is sent; 18 mins.

According to the tape, development occurs in several areas for a child and delay in one area does not necessitate that the child is abnormal in all other respects. The theme is: "a child is still a child with the same need for love, accomplishment, etc." Filming was done at the Newborn Nursery of a local hospital, the Easter Seal Society, Unit for the Blind and early childhood unit.

FITTING IN

Wisconsin Council on Developmental Disabilities, 16 mm color film, 27 min., 1975.
University of Wisconsin, Bureau of Audiovisual Instruction, P.O. Box 2093, Madison, Wisconsin 53701; rental is $15, sale $220.

"Fitting In" discusses developmental disabilities through the personal perspectives of three individuals. The purpose of the film is to inform viewers about epilepsy, cerebral palsy and mental retardation. A young man with epilepsy discusses problems and societal expectations with regard to the reality of his life. He has a normal family life and occupation. The increased independence of a mentally retarded woman is emphasized by showing her newly placed in a group home. A man with cerebral palsy discusses his personal efforts to be independent. All three individuals have jobs and stress that finding jobs is difficult because many employers hesitate to hire persons with handicapping conditions.

FIVE CEREBRAL PALSY SYNDROMES

Malibu Films, 16 mm color film, 1975.
Malibu Films, Box 428, Malibu, CA 90265; rental is $25.

Specialists at a school for children with cerebral palsy discuss symptoms and treatment of these children. Causes of cerebral palsy are mentioned. Five children, each with a different type of cerebral palsy, are interviewed and asked about some of their favorite things. Teachers and physical therapists describe their treatment and progress. Speech therapy and physical therapy are demonstrated as part of the remediation program.

GENETIC DEFECTS: THE BROKEN CODE

WNET-TV/New York, 16 mm color films (3 reels), 87 min., 1973.
Indiana University Audiovisual Center, Bloomington, Indiana 47401; rental is $25.75, sale $665.

Explains how genetic disorders are transmitted from parent to child. Interviews are conducted with persons whose lives have been affected by one of a number of severe genetic disorders which include cystic fibrosis, Huntington's Chorea, hemophilia, combined immune deficiency, Down's Syndrome. Genetic screening and counseling are discussed.

INSIDE MY MOM

Clinical Training Unit, Child Development and Mental Retardation Center, programmed slide presentation, 7 min. 45 sec.
Media Services, CDMRC, WJ-10, University of Washington, Seattle, WA 98195; $15 for slide/tape, $10 for filmstrip/tape

In the program a cartoon fetus tells what it thinks of the treatment its mother is giving it in the way of nutrition she provides. The cartoon takes us through the normal day of its young mother, commenting on how she lives and the way this affects a fetus. As months go by, the mother gets the point about the importance of nutrition while the appealing fetus shares the message with you.

Obtainable from: Supply Division, National Foundation/ March of Dimes, Box 2000, White Plains, New York 10602.

Note: This presentation is available in Spanish as Dentro De Mi Mama.

IT COULD HAVE BEEN YOUR CHILD...YOUR BROTHER...YOUR SISTER

Svekon Films, 16 mm color film, 22 min., 1978.
Aims Instructional Media Services, Inc., 626 Justin Avenue,
Glendale, California 91201; rental is $40, sale $370.

Parents of children with autism talk about the difficulties and rewarding experiences they have been able to share. Poetry written by a person with a handicapping condition and excellent photography of the children add to the impressions of the parents.

MOTOR DEVELOPMENT GUIDELINES FOR PARENTS AND TEACHERS

Experimental Education Unit/Clinical Training Unit, Child Development and Mental Retardation Center, video tapes.
Media Services, CDMRC, WJ-10, University of Washington,
Seattle, WA 98195.

These tapes demonstrate ways for parents and teachers to identify principles of normal motor development in order to better understand the motor problems faced by the child with a handicapping condition.

FINE MOTOR DEVELOPMENT

Part I is 9:22, Part II is 12:36 for a total of 21 min. 58 sec.; weekly rental is $15, purchase price is $55 for 1/2" EIAJ and $65 for 3/4" U-matic.

Part I: "Introduction: Principles of Fine Motor Development" - Shows the development of vision as it relates to hand skills, as well as reach, grasp, and release. The concepts of eye to eye hand, proximal to distal, random to directed, pronation to supination, reflex grasp to voluntary grasp, and ulnar to radial are defined.

Part II: "Functional Fine Motor Development" - Video tape examples of infants ages 1 month, 4 months, 8 months and 12 months are used to demonstrate the concepts shown in Part I.

Parts I and II are on the same video tape.

GROSS MOTOR DEVELOPMENT

Part I is 10 min., Part II is 22:25, for a total of 32:25; weekly rental is $15, purchase price is $69 for 1/2" EIAJ and $77 for 3/4" U-matic.

Part I: "Introduction: Principles of Gross Motor Development" - Presents five important progressions in motor development through the first twelve months of life. This includes cephalo-caudal direction of development, the progression from reflex to automatic reactions and volitional movement, along with patterns of movement from flexion to extension, abduction and rotation.

Part II: "Functional Gross Motor Development" - Infants ages 1 month, 4 months, 8 months and 12 months demonstrate the principles of gross motor development introduced in Part I. Viewers have an opportunity to test their observational skills during a two-minute segment at the end of the tape.

Parts I and II are on the same [illegible]. Also available on two 5" reels for the battery operated Sony VideoRover, if requested. A pre-post test, outline of the tape, and a reference list are available on request.

SELECTED MOTOR SKILLS -72

Midwest Regional Center for Services to Deaf-Blind Children, black and whit 1/2" videotape, 1972.
Midwest Regional Center for Services to Deaf-Blind Children, P.O. Box 30008, Lansing, Michigan 48909; rental is by free loan.

A physical therapist works with children who are deaf and blind to increase gross motor skills. The scenes from the physical education are shown.

SELECTED MOTOR SKILLS - 73

Midwest Regional Center for Services to Deaf-Blind Children, black and white 1/2" videotape, 1973.
Midwest Regional Center for Services to Deaf-Blind Children, P.O. Box 30008, Lansing, Michigan 48909; rental is by free loan.

Scenes of physical therapy and exercises are shown. The therapist demonstrates physical activities with children who are deaf and blind.

THE CHILD WITH DOWN'S SYNDROME: PHYSICAL, NEUROLOGICAL, AND CHROMOSOMAL CHARACTERISTICS

New England Developmental Disabilities Communication Center, black and white videotape, 20 minutes, 1975.
Commonwealth Mental Health Foundation, 4 Marlboro Road, Lexington, MA 02173; rental is $15.

This videotape discusses the characteristics of Down's Syndrome--heart murmurs, ear shape, mouth shape, and tooth development, eye characteristics, abdomen muscles, toe and hand shape, reflexes, height and weight. Diagnosis by a chromosomal study is shown.

THE FIRST TEN MONTHS OF LIFE--PARTS I & II

CBS News, 16 mm color film, 50 min., 1968.
Kent State Audiovisiual Services, Kent, Ohio 44242; rental is $23.50.

Walter Cronkite narrates this film on the progress medical scientists have made in detecting birth defects and treating high risk newborns. Included are interviews with pediatricians from all over the world, demonstrations of life-support equipment, and examples of tests which are done prior to birth as well as immediately afterwards.

SKILL TRAINING (AUDIOVISUAL TRAINING MATERIALS)

A FILM ON EARLY INTERVENTION

Stephen Selig, IMS, 16 mm color film, 30 minutes, 1979.
Kent State Audio-Visual Services, Kent, Ohio 44242; rental is $14.50.

Describes an early intervention program for children with handicapping conditions. Focuses on specialized physical therapy, home intervention, follow-through, and family involvement. Dr. Verna Hart, of the University of Pittsburgh, discusses the newest emphasis on infant intervention and prevention of what was formerly "expected" as a limitation on persons with mental and physical impairments. It shows program models and parent involvement in actual settings.

FEEDING TECHNIQUES

Media Resource Center, slides/audiocassette in color, 20 minutes.
Commonwealth Mental Health Foundation, 4 Marlboro Road, Lexington, MA 02173; rental is $15.

Feeding problems of a five year old child with severe cerebral palsy are shown. The boy was on pureed foods which took an hour and a half to eat, frustrating both the child and staff. A clinic team analyzed the problems in feeding and suggested several techniques illustrated in the presentation. Also shown are ways to help minimize tongue-thrust and teach a person with physical impairments to use a spoon.

GROOMING, BATHING, & SKIN CARE

Sister Kenny Institute; slides, audiocassette, and script; 20 min., 1979.
Sister Kenny Institute, Publications-AudioVisuals Office, Chicago Avenue at 27th Street, Minneapolis, MN 55407; rental is $17.50.

Presents personal grooming skills which can be taught to individuals who have limited physical mobility due to stroke or accidents. The slides depict simple tasks which can be introduced during actual phases of hospitalization, as well as more complex tasks which may be performed relative to patient's strength and abilities. Emphasis is placed on providing the patient with the opportunity to practice new techniques and time to learn at his or her own rate.

GENESIS

Hallmark Films, 16 mm color film, 25 minutes, 1972.
Hallmark Films and Recordings, 51-53 New Plant Court, Owings Mills, Maryland 21117; rental is $25, sale $250.

Teaching parents to teach their children self-help skills through behavior modification techniques is presented in the film. A task analysis of the steps required in dressing, eating and toileting skills is shown while a teacher demonstrates how consistently the child must be given each direction and reinforced for accomplishing each task. Primary reinforcers are used but praise is suggested ata later stage.

ASK JUST FOR LITTLE THINGS

Hallmark Films, 16 mm color film, 20 minutes, 1972.
Hallmark Films and Recordings, 51-53 New Plant Court,
Owings Mills, Maryland 21117; rental is $25, sale $250.00.

This film is to be used after the film "Genesis," which introduces the principles of behavior modification. Reinforcement through praise and foods are shown being used to teach immobilized children to move their limbs and some children with limited mobility to walk. Shaping and modeling are used to teach toothbrushing, face washing, and attending behaviors. Suggestions are given for methods of reinforcement and procedures.

I'LL PROMISE YOU A TOMORROW

Hallmark Films, 16 mm color film, 25 minutes, 1972.
Hallmark Films and Recordings, 51-53 New Plant Court,
Owings Mills, Maryland 21117; rental is $25, sale $250.

This is the third film of the Step Behind Series, Following "Genesis" and "Ask Just for Little Things." Skills are stressed which will prepare the child for special education in the community. Communication skills, following directions and group participation are the three topics covered in this presentation.

GENERAL ISSUES (AUDIOVISUAL TRAINING MATERIALS)

HANDICAPISM

Douglas Biklen and Robert Bogdan
Human Policy Press, Box 127, Syracuse, N.Y. 13210; order
HPP-7, $55.00

A color slide show on prejudice, stereotyping and discrimination practiced against persons with disabilities, exposing personal, social, and professional forms of dehumanization. A mind-opening critique of behaviors which, whether blatant or subtle, have been tolerated for too long. An action plan for attitudinal and social change. 139 slides and cassette tape included.

THE CRITICAL ISSUES IN EDUCATION OF THE SEVERELY HANDICAPPED

Media Services, Child Development and Mental Retardation Center, WJ-10, University of Washington, Seattle, WA 98195; weekly rental is $15, video, 45 min.

The concept of least restrictive alternative has been and continues to be an important issue in the education of exceptional children. This video tape is a debate among leading professionals and parents concerning least restrictive alternative for students with severely and profoundly handicapping conditions. Issues such as special schools vs integrated classrooms, parent perspectives and educational enviornmental programming are discussed. Designed for administrators, teachers, students and communities, highlighting the issue of where we should serve these students.

III. GENERAL AND RELATED MATERIALS

These materials are of more general interest to those involved in the use and training of paraprofessionals in special education or as workers in community based programs. The categories included are as follows: Burnout, Career Development, Credentialing/Licensing, Impact of Paraprofessionals on Service Delivery, Paraprofessionals and Individual Education Programs, Service Delivery: Paraprofessional/Teacher Training, Service Delivery: Paraprofessional/Parent Training, Vocational Education, and Miscellaneous.

BURNOUT (GENERAL)

BURN-OUT. STAGES OF DISILLUSIONMENT IN THE HELPING PROFESSIONS

Jerry Edelwich with Arthur Brodsky, 240 pp., 1980.
Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011;
$16.95.

This work portrays the four stages of disillusionment--enthusiasm, stagnation, frustration, and apathy--that constitute the widely noted "burn-out" syndrome in the human services. Based on interviews with social workers, psychologists, counselors, teachers and other professionals, the authors explore the causes of burn-out, and propose constructive intervention methods for individuals and institutions. The author holds that by recognizing and learning to cope with each stage, individuals can begin to foster reasonable expectations, and effect greater personal and professional satisfaction. The book is designed to assist administrators and trainers in developing practical intervention methods for their students and personnel.

Case histories are provided and nationwide workshops described. Partial contents are as follows: What is Burn-Out?; Why the Helping Professions?; Burn-Out: Its Nature, Extent, and Variations; Dynamics of a Contagion; Stages of Disallusionment; Recognition and Scope of the Problem; The Cycle of Expectations; and A Portrait of the Enthusiast.

BURNOUT OR: DON'T MAKE AN ASH OF YOURSELF

Carol Lloyd in Hot Topics, 6 pp.
Council for Exceptional Children, 1920 Association Drive,
Reston, VA 22091; $1.00

Deals with burnout in school systems. Cites stress as a major health hazard in the field of education. Describes symptoms of burnout, the causes, the prevalence in special education, and suggestions for doing something about it.

STRESS MANAGEMENT AND THE PREVENTION OF STAFF BURNOUT

Rolf A. Peterson, 9 pp., 1980
Department of Psychology, UHS/The Chicago Medical School,
Building 50, North Chicago, Illinois 60064; c/o Dr. Rolf
Peterson.

Paper presented at annual meeting of American Association on Mental Deficiency in May of 1980. Outlines need for stress reduction among staff working in large residential programs. Training for relief focuses on relaxation and awareness of stress reactions (affective training).

CAREER DEVELOPMENT FOR PARAPROFESSIONALS (GENERAL)

A HUMAN SERVICE LABOR MARKET: DEVELOPMENTAL DISABILITIES

Robert A. Beauregard and Bernard P. Indik; 334 pp. 1979.
Center for Urban Policy Research, Rutgers - The State
University of New Jersey, New Brunswick, New Jersey 08903

Addresses role of labor in services, programs and organizations providing assistance for the developmentally disabled. This study deals with New Jersey and two objectives: (1) a description and analysis of the labor market for personnel serving the developmentally disabled, and (2) the development of projections regarding future demand for and supply of such individuals.

PARAPROFESSIONALS IN SPECIAL EDUATION: THE STATE OF THE ART

Anna Lou Pickett, 17 pp., 1980
National Resource Center for Paraprofessionals in Special Education, New Careers Training Laboratory, Center for Advanced Study in Education, The Graduate School and University Center of the City University of New York, 33 West 42nd Street, Room 1227, New York, N. Y. 10036; no charge for single copies.

State Departments of Special Education were surveyed re the use and training of paraprofessionals working in educational programs for those with handicapping conditions in their states. The study documents the huge increase in the use of such paraprofessionals, comparing the results with those of similar surveys done in 1973 and 1976 by the New Careers Training Laboratory. Also reported on are the certification procedures the states have for paraprofessionals and the procedures (if any) for reimbursement by the state to local education agencies for their employment of paraprofessionals. The study found that most states do not have a training model statewide to train paraprofessionals, and that what training there is is done through LEA's and two- and four-year colleges, expecially community colleges. The paper concludes that paraprofessionals are the fastest growing yet least prepared group in the system of service delivery in special education, and points up the needs for better training and career ladders for paraprofessionals.

TASK ANALYSIS FOR PARAPROFESSIONALS WORKING WITH SEVERELY/PROFOUNDLY HANDICAPPED CHILDREN AND IN "MAINSTREAM" CLASSROOMS AND CAREER LADDERS AND LATTICES FOR PARAPROFESSIONALS IN SPECIAL EDUCATION

Frances J. Dory and Anna Lou Pickett, 77 pp., 1977.
New Careers Training Laboratory, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 33 West 42nd Street, Room 1217, New York, New York 10036.

In response to P.L. 94-142 (Education for All Handicapped Children Act), the paper provides a suggested system for developing job descriptions and career ladders and lattices for paraprofessionals working with those with handicapping conditions with particular emphasis for those working with people with severe/profound handicapping conditions and in mainstreaming programs. Explained in initial sections are the mandates of P.L. 94-142; the process of task analysis; and the duties and qualifications of instructors, instructional aides, and day care training program assistants. Sample task analysis charts for paraprofessionals working with children with severe/profound handicapping conditions and in mainstream classrooms include information (such as conditions, criteria, and primary skills) relating to activities which include gross motor development and self-care. A sample career ladder outlines job descriptions for positions from Special Education Assistant to Special Education Teacher. A final section includes a career ladder design which illustrates a broad range of employment, training, and mobility opportunities.

CREDENTIALING/LICENSING (GENERAL)

REPORT OF THE NATIONAL TASK FORCE ON CERTIFICATION PROCEDURES FOR PARAPROFESSIONALS WHO WORK WITH EXCEPTIONAL STUDENTS

Grace Hodgson, Director, 1980
Career Associates in Special Education, Santa Fe Community College, Box 1530, Gainesville, Florida 32602.

The Task Force was funded by the Bureau of Education for the Handicapped to investigate the issues in the credentialing of paraprofessionals working in educational programs for children with handicapping conditions and to make recommendations. Members of the Task Force included administrators in special education, program managers, trainers of paraprofessionals, representatives of professional organizations and unions, and paraprofessionals themselves.

The Task Force met on several occasions during 1979-1980 and made a variety of recommendations.

BECOMING A CHILD DEVELOPMENT ASSOCIATE: A GUIDE FOR TRAINEES

Children's Bureau, Washington, D. C.
Order no. 1975-620-151/2164 3-1, U.S. Government Printing Office,

The Child Development Associate (CDA) program is sponsored by the Office of Child Development and Office of Human Development of HEW as a national effort to train, assess, and grant professional credentials to people who work with or who want to work with young children. The program leads to a CDA credential that should be recognized on a national level and upgrade the quality of teaching in day care centers nationwide. A CDA becomes knowledgeable about young children and capable of taking direct responsibility for their daily activities in a developmental child care program.

The training is based on six competency areas: safe and healthy learning environment, physical and intellectual abilities, positive self-image, healthy group environment, home and center experiences, and administrative needs.

DEFINING COMPETENCE IN THE MENTAL HEALTH PROFESSIONS

Paul S. Pottinger, Executive Director, National Center for the Study of the Professions, 24 pp., September, 1979.
National Center for the Study of the Professions, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036; $3.50 per copy.

Presentation by Pottinger at the Annual Meeting of the American Psychological Association in 1979. Discusses the issues involved in the credentialing of those who work in the mental health professions, particularly psychologists. Looks at the troubling issue of defining competence.
His conclusion: "We must be prepared to admit...that what constitutes competence in mental health human services is not solely the province of those who are educated according to the profession's specification or to the states' requirements for licensure."

MENTAL HEALTH/HUMAN SERVICE WORKER ACTIVITIES: THE PROCESS AND THE PRODUCTS

A Report of Phase I of the Paraprofessional Worker Certification Project under a grant from the National Institute of Mental Health.
Southern Regional Education Board, 130 Sixth Street, N.W.
Atlanta, Georgia 30313.

Describes that part of SREB's project activity that has been carried out to develop worker activity statements of the activities actually carried out in a number of community based and institutional mental health programs across the nation. These activity statements will now be used to define the competencies (attributes and skills) of workers that enable them to carry out these activities to achieve favorable results with clients.

OCCUPATIONAL LICENSING: QUESTIONS A LEGISLATOR SHOULD ASK

Benjamin Shimberg and Doug Roederer, 29 pp., March, 1978.
The Council of State Governments, Iron Works Pike, Lexington, Kentucky 40578, Order RM-635, $3.50.

Booklet attempts to put licensing into perspective by calling attention to the following issues: 1) Deciding whether state governments should regulate an occupational group at all; 2) Drafting regulatory statues so that they are fair to practitioners and consumers alike; 3) Establishing an administrative structure that promotes accountability and public confidence. It also provides a guide for questioning groups that are seeking regulation of an occupation. The questions may be posed in written form to give sponsors of the legislation ample opportunity to assemble the necessary data, or they can be put orally during the course of hearings on the legislation. Finally, it describes efforts of three states--California, Minnesota, and Virginia--to bring about change in their regulatory structures.

IMPACT OF PARAPROFESSIONALS ON SERVICE DELIVERY (GENERAL)

A COMPARISON OF PARAPROFESSIONAL SUCCESS WITH PRESCHOOL CHILDREN

Neal E. Schortinghuis and Alma Frohman
Journal of Learning Disabilities, V7 N4 P245-7, April, 1974;
101 East Ontario Street, Chicago, Illinois 60611.

Twenty-one children and their parents were served by paraprofessionals and 16 children were served by professionals in the Portage Project, a home approach to the early education of handicapped children in a rural area. A comparison of gains made by children when they were served by a paraprofessional or a professional using a precision teaching model indicated that paraprofessionals were as effective in teaching specific behaviors as professionals.

A LANGUAGE DEVELOPMENT PROGRAM FOR THE INSTITUTIONALIZED MENTALLY RETARDED: THE USE OF A PARAPROFESSIONAL TRAINER

Susan Galletly
Australian Journal of Mental Retardation, V4 N6 P20-22, June 1977; P.O. Box 255, Carlton, South Victoria 3053, Australia.

Examined was the effect of a language development program led by a paraprofessional on the language skills of 24 severely mentally retarded institutionalized young adults. Results of pre- and post-tests indicated that Ss' language skills were significantly improved at the conclusion of the program and at a 3 month follow up. Inclusion of half of the Ss in a skills development program (self-care, workshop, and social skills) did not enhance language development.

ACADEMIC PROGRESS AND BEHAVIORAL CHANGES IN LOW ACHIEVING PUPILS

Frelow, Charry and Freilich, The Journal of Educational Research, No. 67, pp. 263-266, 1974.

AIDES FOR THE TRAINABLE MENTALLY RETARDED

Hanson, CTA Journal, pp. 23-26, 1969.

BRIDGING THE GAP WITH DEAF PARAPROFESSIONALS

Dolly Boyd and Alexander Boros
Journal of Rehabilitation of the Deaf, V8 N4 P9-15, April, 1975; 814 Thayer Avenue, Silver Spring, Maryland 20910.

Discussed is the gap in service between agencies and institutions that serve the deaf and the deaf community, and suggested is the use of deaf paraprofessionals to overcome agency unresponsiveness. Identified are limitations of deaf clients (such as confusion by bureaucratic complexities) and deficiencies within agencies (such as emphasis on middle-class communication skills) which contribute to the problem. By performing functions such as giving speeches at gatherings of the deaf and acting as guides for deaf clients needing professional services, the deaf paraprofessional is seen as a valuable liaison between an agency and the deaf community.

CLASS SIZE AND TEACHER AIDES AS FACTORS IN THE ACHIEVEMENT OF THE EDUCABLE MENTALLY RETARDED

August, 1970
Report of the Wisconsin Department of Public Instruction,
Division for Handicapped Children, 126 Langdon Street,
Madison, Wisconsin 53702.

Examines the question of whether having or not having an aide in the classroom, increasing or not increasing class size has a differential effect on the academic and language achievement, and classroom behavior of primary and intermediate educable mentally retarded (EMR) children. Other factors considered include teacher expectancy as it relates to achievement, metereological, and other environmental factors and their influence on pupil behavior and the validity of certain assumptions in special education.

EDUCATIONAL INTERVENTION IN THE HOME AND PARAPROFESSIONAL CAREER DEVELOPMENT: A SECOND GENERATION MOTHER STUDY WITH AND EMPHASIS ON COSTS AND BENEFITS

Christopher Barback and Della Horton, 1970
ERIC Document Reproduction Service, Box 190, Arlington, VA
order no. ED 052 814

This study analyzed the relative effectiveness of three DARCEE home visiting projects designed to train low income mothers to use readily available household materials and occurrences in the home to stimulate their preschool children. The programs differed primarily in the professional qualifications of the home visitors and the expense. In the first project, a professionally trained teacher visited a group of families. In the second, families were visited by paraprofessionals who were supervised and trained by a professional teacher. In the third group families were visited by paraprofessionals who were supervised by other paraprofessionals experienced in home visiting. The findings revealed little difference among these groups in the performance of the preschool children.

The authors suggest a "career ladder" for paraprofessionals that would lead eventaully to an educational intervention project staffed entirely by paraprofessionals.

First, program would have staff of trained paraprofessionals. Next, the paraprofessionals would be trained and closely supervised for a year by the professionals. Then, paraprofessionals could move up to supervisory positions.

INDIVIDUALIZING INSTRUCTION FOR PHYSICALLY HANDICAPPED AND MENTALLY RETARDED CHILDREN IN SPECIAL SCHOOLS

Estelle L. Fryburg, New York City Board of Education
52 pp., 1975
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210; Ed 136 462; $.83 for microfiche, $3.50 for hardcover.

Presented is an evaluation of a program providing children with physical handicapping conditions or mental retardation (4-21 years old) in 19 special educational facilities in New York City with an intensive remedial program in reading and mathematics. The program, involving instruction by paraprofessionals of a minimum of 1/2 to 1 hour each week for total of a minimum of 40 hours for each participant (except in hospital schools where the minimum was 20 hours), is noted to have met all of th objectives with significant demonstrated gains by the Ss in achievement and social-economic development. Listed recommendations include the recycling of the program, continuation of the paraprofessional in the trainer role, and improvement of diagnostic and prescriptive programming. Findings are provided in tabular form and test results are appended.

INNOVATION IN SPEECH THERAPY: A COST EFFECTIVE PROGRAM

David J. Alvord
Exceptional Children, V43 N8 P520-525, May, 1977; 1920
Association Drive, Reston, Virginia 22091.

A program serving 741 children with speech disorders (80% of whom were in kindergarten through grade 6 and 20% of whom were in grades 7 through 12) used trained paraprofessional aides to treat mildly to moderately affected children. The use of trained aides resulted in no significant difference in achievement when compared to the achievement of clinician treated children. A reduction was also achieved through the program, thus leaving more time for clinicians to work with children with severe disorders and to increase the incidence of work with individual children.

PARAPROFESSIONAL PERSONNEL IN ARTICULATION THERAPY

Herbert F. Galloway and Milton C. Blue
Language, Speech and Hearing Services in Schools, V6 N3 P125-130, July, 1975; 10801 Rockville Pike, Rockville, Maryland 20852.

Described are the rationale, procedures, and evaluation results of a 3-year project in which paraprofessionals were trained to administer programmed materials to students (grades 1-5) who had articulatory errors. Evaluation of the program's effectiveness with 134 studetns is said to have revealed a total correction rate of 83.5% for the paraprofessionals.

PARAPROFESSIONAL TREATMENT OF SCHOOL PHOBIA IN A YOUNG ADOLESCENT GIRL

Arnold Leunes and Sandra Siemsglusz
Adolescence, V12 N45 P115-121, Spring, 1977; P.O. Box 165,
391 Willets Road, Roslyn Heights, New York 11577

The case of an adolescent girl with school phobia demonstrated the positive effects of using a paraprofessional.

The achievement of perfect school attendance was accomplished by transporting of the child to and from school by the paraprofessional and supplementing the trips with such activities as role playing, supportive work, monitoring of progress in school, and brief group therapy.

PARAPROFESSIONAL WORK WITH TROUBLED CHILDREN

James E. Gardner, 180 pp., 1975.
Gardner Press, Inc., distributed by Halsted Press,
Division of John Wiley and Sons., 605 Third Avenue,
New York, New York 10016; $9.95.

Reported is the development of the Children's Center for Educational Therapy (Venice, California) which uses paraprofessionals as the primary staff in remedial reading, child therapy, parent counseling, and preventive kindergarten programs for emotionally disturbed children. The Center's program is explained in Chapter I in terms of background, organization, staff, budget, scope and depth, programs, and purpose. The HEP (Help Education Progress) Remedial Reading Program is explained in Chapter II to use emotional conditioning and behavior modification to build positive student-tutor relationships and to motivate the child. Positive gains of the kindergarten program are noted in Chapter III, which includes the control of tantrums and violent behavior. Sample cases of children involved in the Center's psychotherapeutic program are presented in Chapter IV. The staff problems in developing a remedial program for children entering junior high school are recounted in Chapter V, and it is concluded in Chapter VI that the use of paraprofessionals is viable, effective, and financially feasible.

PARAPROFESSIONALS IN EDUCATION. A DIRECTION WITH ALTERNATIVES

Helene J. O'Brien, 61 pp., 1977.
ERIC Document Reproduction Service, Box 190, Arlington,
Virginia 22210; order EA 009 630; $0.83 for microfiche,
$3.50 for hardcover, plus postage.

The objectives of this report are varied. The first, however, is to relate the birth of the statewide paraprofessional organization in New Hampshire. Included in the description of the New Hampshire program are the rationale that developed over a two-year period and the errors made by the group. The errors are a valuable and educational aspect and may save some other group time, energy, and frustration. The bulk of the report contains personal suggestions, thoughts, and directions for improved working relationships and more efficient, effective use of paraprofessionals. Most of the discussion centers on the effectiveness of paraprofessionals as it relates to the type of training made available, the working/human relationships established with administrative and teaching personnel, and the self-esteem gained by official recognition as a new "profession." Other topics discussed and recommended for further study are program evaluation, candidate selection, organization expansion, paraprofessional role expansion, and candidate competencies and training.

PROGRAM EVALUATION: IT'S RELATIONSHIP TO ACCOUNTABILITY AND THE EDUCATIONAL RIGHTS OF CHILDREN

Jeane Crowder, 10 pp., June, 1978.

ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; order EC 111 816; $0.83 for microfiche, $1.67 for hardcover, plus postage.

The paper focuses on the evaluation of training programs for educational personnel, particularly those dealing with special students; and conceptualizes such evaluation as a process requiring three stages. Many elements of the Three-Staged Evaluation which were carried out in the development of a paraprofessional aide training program are briefly described. The dedication of time and resources required for appropriate program development and evaluation is discussed.

PROJECT TO TRAIN PARAPROFESSIONALS TO WORK WITH PRESCHOOL HANDICAPPED CHILDREN. PROGRAM PERFORMANCE REPORT.

James Irany, 46 pp., May 1977
ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; order EC 103 863; $0.83 for microfiche, $2.06 for hardcover, plus postage.

Presented is the program performance report of a project to train paraprofessionals in working with preschool children with handicapping conditions in Alaska. Accomplishments and attainments as well as slippages are reviewed for each of the program's three objectives; development of competency based training materials for paraprofessionals, training of paraprofessionals in both urban and rural Alaska, and training of parents and caretakers of preschool children with handicapping conditions. Among the accomplishments reported are development of an instructor's manual for a course in basic development and developmental disabilities; the approval of an associate of arts degree in early childhood development with emphasis on exceptional children; and provision of financial assistance in the printing and distribution of parent brochures. Also discussed are unanticipated or anticipated spin-off developments of the project. Preservice/inservice training data is presented in table form, and materials (which include a listing of Alaska competency based education courses, sample letters and evaluation forms, and an outline on the development of an infant learning program) are appended.

ROLE EXPECTATIONS OF PARAPROFESSIONAL STAFF IN SPECIAL EDUCATION

Barbara A. Reid and William R. Reid
Focus on Exceptional Children, V6 N7 P1-14, December, 1974; 6635 East Villanova Place, Denver, Colorado 80222.

The concept of paraprofessional staff in special education is reviewed, and the CASE (Center Associate in Special Education) program for teacher aide training at the community college level is described. Curriculum for the program and results of special education teacher and student surveys are discussed. Considered are advantages of the community college setting, including low tuition, responsiveness to the community and potential cooperation with local universities.

SOME IMPLICATIONS FOR SUPERVISION OF THE PARAPROFESSIONAL IN HOME SERVICES FOR THE VISUALLY HANDICAPPED

Adele P. Hollem
New Outlook for the Blind, V73-87, February, 1975;

To provide a complete network of high quality services to the visually handicapped person it is necessary to have interagency cooperation and coordination of efforts, including interagency supervision of paraprofessional home aides. Cooperation should include participation in training programs, supervision of the paraprofessional in individual case situations, and regularly held interagency administrative staff meetings to evaluate services. It is important that all concerned share the same goals for the welfare of the client.

STUDYING THE CONTRIBUTION OF THE PARAPROFESSIONAL AND PLANNING FOR THEIR RECRUITMENT, SELECTION, TRAINING, AND USE IN THE WAYNE COUNTY PUBLIC AND NONPUBLIC SCHOOLS

Arnold Glovinsky, 1968
ERIC Document Reproduction Service, Box 190, Arlington, VA. Order no. ED 036 903

Summarizes the findings of an ESEA Title III study that was designed to evaluate the usefulness of paraprofessionals in education. The study's findings are presented in the form of answers to what were defined as the four key questions: 1) What is the job of the paraprofessional? 2) What kinds of paraprofessional positions currently exist, and what additional positions are needed? 3) What types of training programs are necessary to produce the desired paraprofessional skills? 4) What is the outline of a basic demonstration project that would be of value to districts of different sizes and needs? On the basis of the study, 40 recommendations are included, among them: training of paraprofessionals should be improved; potential of paraprofessional use should be recognized; school districts, teacher training institutions, and appropriate school agencies must cooperate; each school district should have local paraprofessional trainers; local administrators must support program; programs must be developed at the college level to train and certify paraprofessionals; guidelines for licensing paraprofessionals must be established; a "career ladder" for paraprofessionals should be set up; persons indigenous to the community should be hired; local school boards should define clearly employment policies for paraprofessionals.

THE SCHOOL PSYCHOLOGIST AS A TUTORIAL SYSTEMS SUPERVISOR

Russell T. Osguthorpe, 5 pp., January, 1979
Psychology in the Schools; V16 N1 P88-92 Jan. 1979.

The paper stresses the remedial role that school psychologists can assume without distracting from the importance of diagnosis. Three main points are presented: paraprofessional tutors can be effective providers of individualized help to problem learners if they are given proper training, structured approaches, and careful supervision; the application and effective evaluation of effective paraprofessional models should be extended to the increasing number of students with handicapping conditions who are being mainstreamed; and the school psychologist is in a position to effect improvements in existing remedial education through assuming the role of supervisor as tutorial systems are implemented and evaluated.

THE PLAN AND REALITY: TRAINING AND UTILIZATION OF PARAPROFESSIONALS FOR SERVICE TO THE RETARDED

Budner, Arnold, and Goodman, *American Journal of Public Health*, pp. 297-307, 1971.

THE ROLE OF NON-PROFESSIONAL PERSONS IN TEACHING LANGUAGE SKILLS TO MENTALLY RETARDED CHILDREN

Guess, Smith, and Ensminger, *Exceptional Children*, No. 37, pp. 447-453, 1971.

THE SUCCESSFUL IMPLEMENTATION OF A HIGHLY SPECIFIC PRESCHOOL INSTRUCTIONAL PROGRAM BY PARAPROFESSIONAL TEACHERS

Merle B. Karnes, James Taska, and Audrey Hodgins
Journal of Special Education, 4, 1, pp. 69-80

To learn whether a paraprofessional teaching staff from a poverty area could implement a specific preschool instructional program, test results of children in the Karnes' Preschool Program taught by paraprofessionals were evaluated and compared with results of children in the program taught by professional teachers. Findings indicated that all groups made substantial and nearly equal progress. Credit for the gains was given to the specific curricula rather than to the differences or similarities in staff. Reasons given for the success of the paraprofessionals were that the structured program enabled them to teach with confidence, to evaluate their effectiveness by observing how well the children performed on given tasks, and to observe the daily development of the children in their care.

THE VALUE AND TRAINING OF PARAPROFESSIONALS

Ursula Palmer
Journal of Rehabilitation of the Deaf, V8 N4 P3-9, April, 1975; 814 Thayer Avenue, Silver Spring, Maryland 20910.

In 1970, the Dallas Community College District started a Training Paraprofessionals for the Deaf program. The 2-year program emphasizes the concept of Total Communication and trains students for positions such as teacher aide/interpreter and houseparent. Benefits of the training of paraprofessionals to work with the deaf include freeing teachers from many non-teaching duties.

UTILIZATION OF NON-PROFESSIONAL CHILD-AIDES IN SCHOOL MENTAL HEALTH PROGRAMS

Cowan, Dorr, Sandler, and McWilliams, Journal of School Psychology, No. 9, pp. 131-136, 1971

USE OF AIDES IN AN ARTICULATION THERAPY PROGRAM

Burl B. Gray and Kenneth Barker
Exceptional Children, V43 N8 P534-536, May, 1977; 1920 Association Drive, Reston, Virginia 22091

The effectiveness of 10 trained aides and nine speech therapists was compared in a speech therapy program for 84 public school students who exhibited two defective sounds. Results indicated that aides can work in portions of articulation training with the same efficiency and clinical impact as clinicians.

PARAPROFESSIONALS AND INDIVIDUALIZED EDUCATION PROGRAMS (GENERAL)

THE SPECIAL EDUCATION PARAPROFESSIONAL AND THE INDIVIDUAL EDUCATION PROGRAM PROCESS

Mary Goff and Phyllis Kelly, 4 pp., February, 1979
Focus on Exceptional Children, V10 N9 P10-13 Feb. 1979

The role of the special education paraprofessional in the individualized education process (IEP) is explored. The definition of paraprofessional and responsibilities and role of the paraprofessional are discussed. Issues and concerns, such as the acceptance of the paraprofessionals by the professional staff and training requirements, are considered. The role of the paraprofessional in the pre-implementation phase of the IEP as well as in the implementation phase (in both carrying out and evaluating the program) is examined.

TOWARD QUALITY PROGRAMMING: PARAPROFESSIONAL INVOLVEMENT IN INDIVIDUAL EDUCATION PROGRAMMING

Mary Beth Fafard, 30 pp., 1980.
New Careers Training Laboratory, National Resource Center
for Paraprofessionals in Special Education, CASE/CUNY,
for Paraprofessionals in Special Education, CASE/CUNY,
33 W. 42nd St., New York, N.Y. 10036; single copies are
free.

Takes a close look at how service delivery to students with handicapping conditions has changed, reviews the concept of the individual education program (IEP), and details the different ways a paraprofessional can be involved in the development and implementation of the program. The levels of involvement cited range from not participating at all to taking a role as a full team member in the program. Intermediate levels are described as well. Fafard advocates strongly the inclusion of paraprofessionals as full team members.

SERVICE DELIVERY: SPECIAL EDUCATION (GENERAL)

EDUCATING CHILDREN WITH EMOTIONAL, LEARNING AND BEHAVIORAL PROBLEMS

Evelyn N. Deno
Prepaid copies may be ordered from the University of
Minnesota, National Support Systems Project, 249 Fraser
Hall, 106 Pleasant Street S.E., Minneapolis, Minnesota
55455. Cost per copy is $4.00; 10% discount on multiple
copies in excess of five.

The material in this book is presented in two sections. The first four chapters address some of the critical issues that have to be taken into account in the design of services for ED, LD and SM children. Chapter 5 and 6 deal more specificallly with service models and institutional methods which have been found useful. The appendix contains a description of mainstream programs for LD, ED and SM students. Twelve programs in seven states were visited in all.

EDUCATIONAL PROGRAMMING FOR THE SEVERELY AND PROFOUNDLY HANDICAPPED

Ed Sontag, Editor; 472 pp.; 1977
CEC Division on Mental Retardation, 1834 Meetinghouse
Road, Boothwyn, Pennsylvania 19061. Cost: $14.95; illustrated

Wide range of articles on the field under the following headings: The Population, the Profession and Public Education: A New Era; Community Reintegrations of the Severely and Profoundly Handicapped: Services: Family Involvement, Rural and Sparsely Populated Areas, Secondary and Adult Populations, Infant and Preschool Populations; Teaching Strategies: Measurement and Management, Selected Approaches to Curriculum and Instruction, Approaches with Motorically Involved Students, Communication and Language; and The Educational Team: Roles and Training. Of special note: "Competency-Based Training of Paraprofessional Teaching Associates for Education of the S/PH" by Dennis Tucker and Don Horner, p. 405.

INDIVIDUALIZED INSTRUCTION FOR HANDICAPPED STUDENTS IN SPECIAL SCHOOLS (PART C). SCHOOL YEAR 1975-1976. EVALUATION REPORT.

Marguerite F. Levy, New York City Board of Education, 36 pp., 1976.
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210; ED 136 463; $.83 for microfiche, $2.06 for hardcover, plus postage.

Presented is an evaluation of a program providing students who are mentally retarded in two occupational training centers who were two or more years retarded in reading and/or mathematics with individual or small-group instruction supplementing the basic program. It is noted that 110 participants were given 2 hours, 15 minutes a week instructional time by paraprofessionals and teachers. An additional objective of the porgram is reported to have been providing for the training of paraprofessionals, workshops for paraprofessionals and teachers, and development of behavioral objectives and innovative teaching methods. Among findings listed are that all program objectives were being met and that the programs proved effective in meeting the needs of this population of students for individualized instruction. Recommendations include that the program be continued, that procedures be flexible to allow experimentation, and that time be allotted for informal discussions. Appended items include a pupil profile, progress report, and tabulated data.

PARAPROFESSIONAL IN EDUCATION TODAY

Alan Gartner and others, 256 pp., 1977
Human Science Press, 72 Fifth Avenue, New York, N.Y. 10011

Included are articles on the Education Professions Development Act, an inside perspective (Don Davies); paraprofessionals in education for children with handicapping conditions (Mary-Beth Fafard, Musette El-Mohammed, Alan Gartner, Gina Schecter); paraprofessionals in preschool programs, especially Project Head Start (A. Carla Drije); the paraprofessional in follow through (Garda W. Bowman); paraprofessionals in reading programs (Valerie Gilford); a decade of paraprofessional programs in the Minneapolis Public Schools (Alan Sweet); the paraprofessional as a member of the college guidance team (Ursula Delworth, William F. Brown); the new students at City University of New York and how they are faring (Raymond Murphy); the Career Opportunities Program (William Thomas Carter); and an analysis and perspective (Arthur Pearl).

PARAPROFESSIONAL ROLES IN MAINSTREAMING MULTIHANDICAPPED STUDENTS

Greg H. Firth and Jimmy D. Lindsey, 4 pp., March, 1980.
Education Unlimited, 1834 Meetinghouse Road, Boothwyn,
PA 19601; Vol. 2, Number 2, March, 1980, pp. 17-20.

Article contends that "the role paraprofessionals assume in mainstreaming multihandicapped children may often be the difference between success and failure." Examines impact of new laws on education of students with multiple handicaps. Discusses paraprofessional solution to staffing problems and looks at preservice training needs for paraprofessionals. Sees the need also for a variety of competencies including administering screening tests and informal diagnostic instruments; planning learning activities; securing special materials and equipment, modifying curricula, materials and equipment; supporting team teaching endeavors; providing one-to-one instruction; assisting students to move through the building; coordinating home-school programming. Looks at problems paraprofessional may encounter. Concludes that LEA and IHE cooperation on preservice is needed; that paraprofessional role should be flexible; and that quality inservice is needed to maintain competence levels.

PREPARING PARAPROFESSIONAL PERSONNEL FOR EDUCATION OF THE SEVERELY HANDICAPPED: THE TEACHING ASSOCIATE

Dennis Tucker and others
Education and Training of the Mentally Retarded, V11 N3
P274-280, October 1976; 1920 Association Drive, Reston,
Virginia 22091.

Described is a training model to develop performance competencies in teaching associates (teacher aides) working with students with severe handicapping conditions in the public school setting. It is explained that the program was developed out of a performance based program for training teachers and consists of a curriculum model developed around informational competencies arranged in 25 training modules. A chart of the modules illustrates the relationship between teacher and teaching associate competencies. Also considered are two career ladders for teaching associate either within the teaching associate position or allowing advancement to teacher status.

PROGRAMMED INSTRUCTION REVISITED: IMPLICATIONS FOR EDUCATING THE RETARDED

Alan Hofmeister (from: Education and Training of the Mentally Retarded, 1971, Vol 6, 172-176.)
Outreach and Development Division, Exceptional Child Center, Utah State University UMC 68, Logan, Utah 84322; order # 23002. Single copies free. 20¢ ea. for 2 or more.

Recent trends in programmed instructions are discussed in relation to some of the persistent problems in education of those who are retarded. Programmed instruction is treated as a process in which behavioral objectives are developed and validated. Implications are suggested for the systematic development of programs for those who are retarded.

PROGRESS TOWARD A FREE APPROPRIATE PUBLC EDUCATION (SEMI-ANNUAL UPDATE OF THE IMPLEMENTATION OF PUBLIC LAW 94-142: THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT)

Division of Assistance to States, Bureau of Education for the Handicapped, U.S. Office of Education, 61 pp., August, 1979.
Order from: Edwin Martin, Deputy Commissioner, Bureau of Special Education, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, D.C. 20202.

The report provides,by Congressional direction, the most current information available on the implementation of the Act. The Introduction gives a general sense of the progress being made in implementation. The Accomplishments and Issues section gives examples of accomplishments to date and issues remaining related to the major provisions of the Act. The Remaining Challenges section provides some of the activities BEH is planning for the coming year (1980) to meet the challenges remaining to fully implement the Act. Finally, the BEH Administration of P.L. 94-142 section describes improvements BEH is planning to make in monitoring and managing the Act.

PROJECT TELEPAC: A PROTOTYPE EDUCATIONAL SERVICE DELIVERY MODEL FOR SEVERELY HANDICAPPED CHILDREN IN RURAL AND REMOTE AREAS

Alan Hofmeister
Outreach and Development Division, Exceptional Child Center, Utah State University UMC 68, Logan, Utah 84322; order #23013; free for single copy; 25¢ ea. for 2 or more.

This presents the development and field-testing of an educational service delivery model for children with severe handicapping conditions in rural areas. This model relies on the use of highly programmed materials, extensive supportive services via the telephone, a parent resource library, and the extensive involvement of parents and/or paraprofessionals. The data from a summative evaluation of the project is included.

THE TELEPAC PROJECT: A SERVICE DELIVERY MODEL FOR THE SEVERELY HANDICAPPED IN RURAL AREAS

Hofmeister, Atkinson; free for single copy; 40¢ ea. for two or more. Order as above, #23014.

This describes the TELEPAC Project and all of its components: Packages, parent resource library, multi-media collection, resource directory, tele-communications, and implementation into the home and classroom. (Paper presented at the Annual International Convention, the Council for Exceptional Children, in 1972.

ROLES OF PARAPROFESSIONALS IN SCHOOLS

Anna Lou Pickett, 2 pp., 1980.
Education Unlimited, 1834 Meetinghouse Road, Boothwyn, PA 19061; Vol. 2, Number 1, February, 1980, pp. 6-7.

Discusses role of paraprofessional in special education classrooms. Reviews surveys conducted by New Careers Training Laboratory (NY) on the use and training of these paraprofessionals. Notes increased funding from BEH for training programs. Cites need for LEA-IHE cooperation on training. Sees need for training teachers better to use the paraprofessionals in their classrooms. Raises issue of certification. Outlines services of new National Resource Center for Paraprofessionals in Special Education which was founded to promote the use of trained paraprofessionals in special education.

STATEWIDE INSERVICE TRAINING PROGRAMS FOR PARAPROFESSIONALS: A SELECTED REVIEW

Judy Secrist, 20 pp.
Human Service Technician Project, Department of Teacher Education, Boise State University.

Reviews eight training models used in the delivery of statewide inservice to paraprofessionals in a rural state. Four of the models are from Idaho, the location of the Project. The remaining four are drawn from the states of Kansas, Indiana, Nebraska and South Dakota. The models were selected because they met these criteria; 1)the training was inservice for people already employed; 2) the training had to be available to persons in all parts of the state; 3) paraprofessionals had to be the target population for the training; and 4) it had to be delivered in a state with a small population spread over a large area.

Each model is reviewed and analyzed in terms of persons trained, format, competency based, content, practicum, instructor qualifications, college credit, how trainees are evaluated, materials review process to update materials, trainee motivation and financial support.

TEACHING THE SEVERELY HANDICAPPED, VOL. III

Norris G. Haring and Diane D. Bricker. 297 pp. 1978.
American Association for the Education of the S/PH, distributed by Special Press, 724 S. Roosevelt Avenue, Columbus, Ohio 43209.

Anthology of articles on: personnel preparation; curriculum instruction and assessment; vocational education; and service delivery. Of particular note is:

Paraprofessionals in Education for the Severely/ Profoundly Handicapped by Barbara Reid and Margaret Johnson (p.77). It discusses the important part paras play in s/ph programs and describes progress now being made in developing training programs designed to make their contributions even more effective. Issues discussed include consistency in curricula of training programs, supervisory and practica considerations, professional in-service needs, role definition, certifications, salaries and employment opportunities.

THE EDUCATION OF THE PARAPROFESSIONAL

Edward Moore
Education and Training of the Mentally Retarded, V12 N3 P296-303, October, 1977; 1920 Association Drive, Reston, Virginia 22091

The article provides an overview of programs funded (by BEH, USOE) during '76-77 for training paraprofessionals in special education. Sections cover program features, innovations, evaluation and dissemination, and future trends. A list of the programs, as well as the names of project directors and their addresses is included.

THE PARAPROFESSIONAL IN SPECIAL EDUCATION

Lyman W. Boomer, 8 pp., April, 1977
ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; order EC 101 217; $0.83 for microfiche, $1.67 for hardcover, plus postage.

Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, 1977. A definition of the term paraprofessional is proposed, and the role of the paraprofessionals in programs for learners with handicapping conditions is examined. It is reported that the special education paraprofessional assists in the development of the instructional program and shares in the responsibility for effective classroom management, while the special education teacher is primarily responsible for defining and directing the instructional program and teaching the children, as well as acting as program manager and supervisor.

THE VITAL LINK: PARAPROFESSIONALS AND THE EDUCATION OF HANDICAPPED CHILDREN

George R. Kaplan, 55 pp., 1977
Center for Advanced Study in Education, New Careers
Training Laboratory, CUNY Graduate Center, 33 W. 42nd
St., Room 1227, New York, N. Y. 10036; $3.00

Report on how paraprofessionals are working in the post-Public Law 94-142 world of special education. Chronicled are case studies of paraprofessionals working in a variety of settings with a wide range of responsibilities. Explores teacher and administrator attitudes towards the paraprofessionals working with them. Paraprofessionals are shown working with children with many different handicapping conditions. Training issues are addressed. The politics of education are described. This monograph is written in very readable style and format.

UTILIZING PARAPROFESSIONALS AND VOLUNTEERS IN SPECIAL EDUCATION

Jeptha Greer, 15 pp.
Focus on Exceptional Children, V10 N6 P1-15 November 1978,
Love Publishing Company, 1777 South Bellaire, Denver,
Colorado 80222; $1.50 for single copies, 1-10 for 75¢,
and 100+ for 50¢, plus postage.

Techniques for using paraprofessionals and volunteers in special education instructional teams are outlined. Included are suggestions relating to the use of both in the following eight areas: organization (school system policy statements); finance (salary schedules); personnel classifications (teacher assistant, teacher aide, volunteer); recruitment (selection and training components); application (application forms, interviews); staff development (preservice and inservice education programs); coordination (central office administration); and evaluation and follow-up (evaluation teams, self evaluation, and program evaluation).

SPECIAL NEEDS, SPECIAL PEOPLE The Training of Paraprofessionals and the Education of Children with Handicaps

George R. Kaplan, 60 pp., 1980
National Resource Center for Paraprofessionals in Special
Education, CASE/NCTL, CUNY Graduate Center, 33 West 42nd
Street, Room 1227, New York, New York 10036.
$4.00 postpaid (make checks out to the New Careers Training
Laboratory)

Surveys the state of the training of paraprofessionals who work with children with handicapping conditions today in educational and other settings. Profiles some exceptional projects in a variety of locales. Examines issues of certification, unionization, teacher-paraprofessional relations, paraprofessional roles and responsibilities, and the turnover rate among others. A sample core curriculum for training these paraprofessionals as well as a career ladder for them is provided. The book concludes with some propositions and cautions for those designing training programs.

SERVICE DELIVERY TO THOSE WITH DEVELOPMENTAL DISABILITIES (GENERAL)

A GUIDE TO PLANNING, ORGANIZING, ADMINISTERING A HOMEMAKER - HOME HEALTH AIDE SERVICE

250 pp.; 1979.
National Council for Homemaker-Home Health Aide Services, Inc.
67 Irving Place (6th floor), New York, New York 10003; $15 for members, $25 for nonmembers.

Looseleaf guide addresses issues related to initiating and operating a homemaker-home health aide program. For both new and experienced administrators, and as an aid to governmental staff who monitor and/or purchase services.

The ten tabbed sections are as follows: Getting Started; Establishing an Agency (including the board); Administering an Agency (MBO and the role of the executive director); Structuring an Agency (an innovative concept); Delivering Service (contractual arrangements); Information Systems and Evaluation (a How-To section); Budgeting and Finance (unit costs, fee scales, and Title XX); and a section on Public Relations (with sample releases). Appendices include a bibliography, glossary and samples of forms mentioned in text.

CRITICAL MANAGEMENT SYSTEMS IN A DECENTRALIZED RESIDENTIAL PROGRAM FOR THE DISABLED

Robert Schonhorn and Floria Antell, 17 pp., 1980.
United Cerebral Palsy Associations of New York State, Inc.,
815 Second Avenue, New York, N.Y. 10017.

Presented at the 104th Annual Meeting of the American Association on Mental Deficiency, May 16, 1980. Purpose of the study was to identify critical elements in the development and implementation of a deinstitutionalization program for disabled adults in order to set up guidelines for the development of similar programs by other agencies. Describes support staff reactions to operating procedures. Discusses roots of crisis situations, looks at housing and transportation problems, securing medical support services, financing operations, and staffing problems.

FAMILY RESOURCE SERVICES AND SUPPORT SYSTEMS FOR FAMILIES WITH HANDICAPPED CHILDREN

Bertine Loop with Wade Hitzing, 53 pp., April, 1980
Meyer Children's Rehabilitation Institute, University of
Nebraska Medical Center, Omaha, Nebraska

Describes the background and trends in family resource services for children with handicapping conditions; a model array of family-centered resources and supports; the current status of consumer involvement and temporary systems of family supports; a model for training families to be self-advocates; and national policy recommendations and strategies for change.

GROUP HOMES FOR DEVELOPMENTALLY DISABLED CHILDREN

Mary Ann Gage, et al.; 211 pp.; 1977
Instructional Development Corporation, Box 361, Monmouth,
Oregon 97361

Describes experiences of the Teaching Research Infant and Child Center Staff who developed 2 experimental group homes for developmentally disabled children. Includes: (1) descriptions of homes and children served; (2) the relation between the school and the group home; (3) suggestion for starting a group home; (5) results with children; (6) costs of the homes; (7) a plan for a community.

PERSON PLANNING: DUPLICATIONS FOR THE DEVELOPMENTAL DISABILITIES SERVICE SYSTEM

Technical Assistance in Training Developmental Disabilities
Personnel Project; 50 pp.
Institute for the Study of Mental Retardation and Related
Disabilities, The University of Michigan, 130 South First
Street, Ann Arbor, Michigan 48109

Examines state of the art in personpower planning for developmental disabilities services. Three phases are: 1) a review of literature; 2) an investigation of current projects or research in the field; 3) conclusions and recommendations for the future based on data identified by the investigation. Bibliography includes descriptions of important reference materials related to personpower planning in 3 categories - general issues, projections and planning models.

THE COMMUNITY IMPERATIVE: A REFUTATION OF ALL ARGUMENTS IN SUPPORT OF INSTITUTIONALIZING ANYBODY BECAUSE OF MENTAL RETARDATION

Center on Human Policy, Syracuse University, 216 Ostrom
Avenue, Syracuse, New York 13210, 1979, 7 pp.

Paper works off the thesis that all people, regardless of the severity of their disability, are entitled to community living. Reviews policy changes, discusses the controversy and concludes, on moral and constitutional grounds, that no one should be denied the right to live among his or her fellow human beings.

THE BERKSHIRE PROJECT: A SUMMARY OF THE PROCESS AND RESULTS

Deborah Kearney, Kathryn duPree, Elizabeth Shafer, 1979.
Belchertown State School, Belchertown, Massachusetts 01007

Review of project entitled "Staff Development and In-Service Education Programs for Community Based Staff." Phase I of the project was a training needs assessment of community based staff; Phase II was a retraining needs assessment of the institutionally based staff; Phase III was the development of a pilot training project for residential service staff of both community services and the institution. Training models were developed from the competencies identified in the two needs assessments. Each phase was built on the other with complementary but progressive objectives towards the goal of meeting staff training needs within the organization serving the client with developmental disabilities.

URBAN COMMUNITY CARE FOR THE DEVELOPMENTALLY DISABLED

Herbert J. Cohen & David Kligler, 328 pp., 1980
Charles C. Thomas, Publishers, 301-327 East Lawrence Avenue,
Springfield, Illinois 62717, $25.50.

Written by a group of 21 active professionals, this volume focuses on issues and problems in urban community care for those with developmental disabilities. Its analysis of these difficult areas as they have affected Bronx Developmental Services will interest those who are involved with similar programs in other locales as well as students of this subject. Initial chapters present a history of the agency, essays on the impact of the courts and consumerism on program development and service delivery, and demographic and epidemiologic data. Available residential alternatives are reviewed and family services are discussed. Described are specific models of care in relation to treatment planning, staff development, and record keeping. Final section deals with the prevention of developmental disabilities and the allocation of resources.

SERVICE DELIVERY: PARAPROFESSIONAL/TEACHER TRAINING (GENERAL)

EARLY CHILDHOOD. WHAT RESEARCH AND EXPERIENCE SAY TO THE TEACHER OF EXCEPTIONAL CHILDREN

Merle Karnes and Richard Lee, Council for Exceptional Children, 119 pp., 1978.
Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, VA 22091; $5.00, publication No. 176.

Intended for preschool teachers, the monograph identifies components of an exemplary program for preschool children with handicapping conditions. The first chapter, on identification, reviews the steps involved in location, screening, and diagnosis. Chapter 2 considers the research literature on the role played by parents and the family in the child's intellectual and academic development and the effectiveness of parent intervention. Mainstreaming--the process of including and maintaining students with handicapping conditions in regular classrooms--is the subject of Chapter 3. The effect of teacher behavior on the child's growth is examined in Chapter 4. Chapter 5 focuses on the promotion of a healthy and realistic self concept. Ongoing assessment, the subject of Chapter 6, is defined as the systematic and objective observation and analysis of a child's skills and deficits to determine a starting point for programming and to evaluate the effectiveness of current instruction. Practical procedures for individualizing instruction are offered in Chapter 7. Suggestions for developing language programs are included in Chapter 8; and the use of paraprofessionals in the classroom is discussed in Chapter 9. In a final chapter, the component of transfer of training (generalization) is explored.

THE EFFECTIVE USE OF PARAPROFESSIONALS IN THE CLASSROOM

Leonard Kaplan, 37 pp.
ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; order SP 011 706; $0.83 for microfiche, $2.06 for hardcover, plus postage.

This document is a module designed for use in preservice or inservice teacher education which deals with the rationale and activities necessary for effectively using paraprofessionals in the classrooms. The document consists of a statement of terminal and enabling objectives, pretest, and four selected reading materials on the use of paraprofessionals in the classroom, elements of individualized instruction, and the involvement of parents in early childhood education.

THE IMPLICATIONS OF PARAPROFESSIONAL TRAINING FOR UPPER DIVISION PROGRAMS OF TEACHER PREPARATION

James E. Whorton and Barbara Reid
Education and Training of the Mentally Retarded, V13 N1
P93-95, Feb. 1978, 1920 Association Drive, Reston, Virginia 22091.

Taking into account the growing use of paraprofessionals working with exceptional children, upper division teacher preparation programs should provide additional training to classroom teachers in the supervision, training, and evaluation of paraprofessionals. Upper division program content will also require modification and/or expansion to meet the needs of students already having paraprofessional training and experience.

THE PROJECT PRIDE PLANNING AND TRAINING MANUAL

Harold Berjohn, 202 pp.
Waycross Area Program for Exceptional Children, 1492 Bailey St., P.O. Box 867, Waycross, Georgia 31501.

Presented is the planning and training for Project PRIDE, a federally funded program to help regular classroom teachers serve exceptional elementary students. The first section provides exercises in question and answer format for inservice training of classroom facilitators. It is explained that the exercises are intended for use with videotaped simulations and related project materials. The second section, on the role of the administrator, includes a list of activities for implementing the project, administrative planning exercises for adopting PRIDE, and considerations in writing a proposal to replicate or adapt PRIDE. The roles of the paraprofessional and the regular classroom teacher are reviewed in the final two sections. The bulk of the document is comprised of five appendices, including budget information and sample training materials and forms.

SERVICE DELIVERY: PARAPROFESSIONAL/PARENT TRAINING (GENERAL)

ISN'T IT TIME HE OUTGREW THIS? or A TRAINING PROGRAM FOR PARENTS OF RETARDED CHILDREN

Victor Baldwin, H.D. Bud Fredericks, and Gerry Brodsky, 209 pp.
1973
Charles C. Thomas, Publisher, Bannerstone House, 301-327
East Lawrence Avenue, Springfield, Illinois.

Written for parents of children with handicapping conditions and for personnel engaged in parent training. Outlined are strategies for changing undesirable behavior. Emphasis is put on the measurement of behavior changes. Written in easy-to-read language. Strategies detailed so as to be easily implemented. Content areas and method of presentation suggested by parents themselves. Basic principles of behavior modification are outlined. Parents are taught learning principles in areas of self-help skills, language development, academic development and motor skills. Suggestions for home training programs are made.

ISSUES IN THE IMPLEMENTATION OF THE PARENT AIDE CONCEPT

Nancy A. Carrol and John W. Reich
Social Casework, V59 N3 P152-160, March, 1978; 44 East 23rd
Street, New York 10010.

Discussed are issues and problems involved in the Phoenix Parent Aide (PA) Project in which paraprofessionals visit child abusing parents and establish friendship bonds to aid them in parenting activities. Reviewed are the following project aspects: selection and training of PA's, selection of families to be helped, and case selection. Among crucial issues cited are PA idealism, initial parent contact, sustaining the PA motivation, and the role of the professional social worker.

PARAPROFESSIONALS PROVIDING BEHAVIORAL TECHNIQUES TO FAMILIES OF DISADVANTAGED TODDLERS

L. Jason and B. Carter
Slow Learning Child, V22 N3 P153-158, November, 1975; Serials
Section, Main Library, University of Queensland, St. Lucia,
Brisbane 4067 Australia.

Trained paraprofessionals were used to involve family members in a preventive behavioral program for nine disadvantaged infants evidencing early developmental lag. Intervention sessions were held twice weekly in Ss' homes and featured a hierarchical series of lessons (which included expanding vocabularies and conversational speech) in which reinforcers were used. The Daily Behaviour Form was used to evaluate the percent of time children followed directions and the extent of parent involvement in lessons; and the Bayley Scales of Infant Development were administered to assess the intellectual development of all Ss before and after the program. Results showed that mothers became increasingly more involved over the course of the program, that children followed a higher percentage of requests made by mothers, and that children's mental and psychomotor index scores increased.

TRAINING OF PARENTS TO TEACH PRESCHOOL CHILDREN BY PROFESSIONAL AND NONPROFESSIONAL PERSONS

Arlethia Joy Hassell Elliott, Georgia State University,
192 pp., 1976.
University Microfilms International, Box 1346, Ann Arbor,
MI 48106; $22.00 hard copy, $11.00 microfiche, catalogue
no. 77-1543.

No significant differences were found in the effectiveness of workshop training sessions led by professionals and paraprofessionals for 30 parents of Head Start children.

VOCATIONAL EDUCATION (GENERAL)

THE PARAPROFESSIONAL IN VOCATIONAL EDUCATION PROGRAMS FOR DISADVANTAGED AND HANDICAPPED STUDENTS

Marshall A. Dean, 32 pp.; 1977.
Link Educational Laboratories, P.O. Box 25, Hope Hill,
Alabama 36043; $3.25.

Report on study of how paraprofessionals in vocational education programs for students who are disadvantaged or handicapped are being selected, trained, paid, and used. The need for paraprofessional help and the use of paraprofessional's time in serving students with handicapping conditions is discussed first. Then the barriers which prohibit or limit the use of paraprofessionals are presented. Examples of inservice education programs for paraprofessionals in vocational education settings for those with handicapping conditions or who are disadvantaged are included. A discussion of the factors adding impetus to the increased use of paraprofessionals precedes the author's conclusions. Two major conclusions stated are as follows: the paraprofessional is becoming an important member of the teaching staff and will be employed in even greater numbers in the future; and both paraprofessionals and professionals must learn to work together. Finally, based on the finding that training for mainstreaming has been inadequate, the author outlines six features to be included in a new inservice training model designed on a team learning concept. Seven summary statements of the research findings conclude the report.

MISCELLANEOUS (GENERAL)

ACCESS: THE GUIDE TO A BETTER LIFE FOR DISABLED AMERICAN

Lilly Bruck, 1978.
David Oast Books, Random House. Paperback $5.95.

Information found in this book ranges from civil rights for all handicapped persons, special products for special needs, opening doors for better jobs, barrier free travel, how to complain successfully, and how to get the most out of museums, theaters, insurance, banks, voting and more.

ASSISTANTS FOR TEACHERS OF EXCEPTIONAL CHILDREN

W. Cruckshank and Norris Haring, Syracuse University Press, 1957.

I DON'T CONSIDER MYSELF HANDICAPPED: PROFILES OF ADULTS IN SPECIAL EDUCATION

Ian McNett, 53 pp., 1977.
Center for Advanced Study in Education, New Careers Training Laboratory, CUNY Graduate Center, 33 W. 42nd Street, Room 1227, New York, N. Y. 10036; $3.00.

Study of the experiences of 65 adults with handicapping conditions working with children with handicapping conditions in educational settings. The stories are told mostly in the words of the adults through the reporting of Ian McNett. Shows how few people with handicapping conditions are being employed by the schools, that there is little recognition of this lack among administrators, and that those who find work have to be extraordinary people. A variety of handicapping conditions are represented among those studied. The chance that the adults with handicaps have to be role models to children with handicaps is discussed. Concludes that more adults with handicaps should be hired and that this increased employment can counteract destructive stereotypes.

INTRODUCTION TO MENTAL RETARDATION: PLANNING, IMPLEMENTING AND EVALUATING TRAINING FOR COMMUNITY BASED PROFESSIONALS AND PARAPROFESSIONALS

Forest Hertlein and others, 38 pp., April, 1977
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210; ED 139 185; $.83 for microfiche, $2.06 for hardcover, plus postage.

Described in the paper are the planning, implementation, and evaluation of a 3-day workshop to train professionals and paraprofessionals about mental retardation. An overview of workshop content (including sessions on normalization and behavior management) is given, and considerations are workshop evaluation data, sample needs assessment forms, and excerpts from the participants' manual and the criterion-referenced test used at the workshop.

PARAPROFESSIONALS AND THEIR PERFORMANCE: A SURVEY OF EDUCATION, HEALTH AND SOCIAL SERVICE PROGRAMS

Alan Gartner, Praeger Publications, 1971.

PARAPROFESSIONALS TODAY VOLUME I: EDUCATION

Gartner, Jackson and Riessman, Behavioral Publications, 1977.

THE PARAPROFESSIONAL MOVEMENT IN PERSPECTIVE

Alan Gartner, Personnel and Guidance Journal, No. 53, pp. 253-256, 1974.

THE WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS: SUMMARY OF FINAL REPORT

140 pp., 1978
The Office of Handicapped Individuals, Office of Human Development Services, Room 338D Hubert H. Humphrey Bldg., Washington, D.C. 20201; order (OHD) 78-22003.

The final report of the conference documents the work of the delegates and the recommendations and resolutions they developed. This summary is a condensed version of that report, emphasizing elements that can be used as a basis for federal, state and local action.

IV: TRAINING MODELS: DEVELOPMENTAL DISABILITIES

These models are designed to train paraprofessionals to work as direct service workers in programs for those with developmental disabilities. These include models based at 2 and 4 year colleges, as well as at state departments and institutions.

ARKANSAS MODEL

Arkansas Mental Retardation-Developmental Disabilities Services,
7th and Main, Little Rock, Arkansas 72201
Dr. Ada Thompson

The Arkansas Department of Mental Retardation Developmental Disabilities Service, Staff Development has developed an inservice training model cooperatively with the University of Central Arkansas, the University of Arkansas, and Arkansas State University to train both professional and paraprofessional staff working in community-based programs for those with developmental disabilities. In addition, the agency has an inservice model to (re)train paraprofessional employees working in institutional facilities.

Each of the three universities are responsible for the training of paraprofessionals working in community based programs. The training models are each different and will be evaluated by the state agencies and the universities to determine which method is the most effective. The training is funded by Title XX training funds. Academic credit is offered at both the undergraduate and graduate level by all three universities.

The three approaches are:

I. The University of Arkansas is using a team approach. The lead instructor from the University goes into a community based program and develops an IEP for each of the employees in the agency. Training is then conducted on site by a training team and is provided to the employee based on the needs as developed by the IEP. Members of the team may be nurses, occupational therapists, speech therapists, physical therapists, educational and recreational specialists, in addition to the instructor.

II. The University of Central Arkansas has designed a developmental model to train employees working in early childhood programs. The training is done in a central location rather than on-site.

III. The model developed by Arkansas State University provides intensive weeklong training workshops through its division of continuing education to persons throughout the state.

IV. Continuing Education Units are available to the employees working in institutions and trained by the state agency inservice model. Promotions are tied to training for these employees and each employee is required to receive 25 hours of inservice per year. There is a career ladder in effect for these employees. It is now being expanded and updated to include a broader range of workers.

CHABOT COLLEGE

Chabot College, 25555 Hesperian Boulevard, Hayward, California 94545. Richard Moore

Chabot offers a two-year career program which leads to an AA degree in Developmental Disabilities. Students are trained to work with both children and adults who are developmentally disabled in a group or on an individual basis in planned activities such as prescriptive or remediative tasks, play therapy, arts and crafts, sensory motor development, and perceptual training.

THE COMMUNITY BASED TRAINING PROGRAM FOR ADULTS BY TEACHING RESEARCH

273 pp.; 1979
Monmouth, Oregon 97361 and Housing for the Handicapped
P.O. Box 86, Corvallis, Oregon 97330.

Teaching Research is responsible for the inservice training in the program. Housing for the Handicapped for the residential facility model. Guide and materials for a week long training program, with information on how to implement program at local site. Sections on roles, skills, record assessment, designing formal training programs, updating, behavior management, observation and supplemental reading as well as a series of blank forms related to the program.

A CURRICULAR MODEL FOR PRESERVICE TRAINING OF ALTERNATIVE LIVING ARRANGEMENT DIRECT SERVICE PERSONNEL

Joseph S.Fiorelli, editor; 311 pp.; October, 1979
Developmental Disabilities Center, Ritter Hall Annex,
13th Street and Columbia Avenue, Temple University,
Philadelphia, PA 19122; cost is $9.00 payable to
"Temple University."

Comprehensive curricular model for the design of entry level training programs to prepare direct care personnel for careers as resident advisors in alternative community living arrangements (ALA's). The contents are designed to assist a wide range of professionals concerned with the development of staff for the escalating numbers of ALA settings (e.g., group homes, training apartments) providing habilitative, community based, residential services to persons with developmental disabilities. A competency based approach is employed which provides a broad application to staff training in community based services.

Chapters: Overview; Methodology; The Role of Direct Service Personnel in Providing Alternative Living Arrangement Services: A Search for Definition; Perspectives for Competency Interpretation and Utilization; ALA Model Curriculum and Sample Program Implementation; Teaching Styles; Program Evaluation; and Bibliography.

IMPERIAL VALLEY COLLEGE

Imperial Valley College, P.O. Box 158, Imperial, California
92251.
Melvin Wendrick.

This four semester program leads to an AA degree for students interested in working as Rehabilitation Technicians in programs serving persons with physical handicaps. Courses include: A Survey of Physical Limitations, The Communication Process, Understanding Exceptional Students, Literary Braille, Beginning Communication with the Deaf, and practicum experience.

LIFE MANAGER TRAINING PROGRAM

John F. Kennedy Institute, 707 North Broadway, Baltimore,
MD 21205.
Rodney Reilly, (301) 955-4096.

The Life Manager is a middle-level general practitioner in the field of developmental disabilities who receives extensive skill acquisition training leading to a diploma from the John F. Kennedy Institute, academic coursework leading to an Associate in Arts degree from the Community College of Baltimore, and the State of Maryland merit system classification of Mental Health Associate (mental retardation option). Candidates train for five weeks (200 hours) in each of a number of interdisciplinary programs: child development, day care, hearing and speech, occupational therapy, physical therapy, psychology, social services and special education. In addition, students complete extensive field work and such courses as first aid, genetics, in-home parent and child training, nursing, pediatric dentistry, problems of those who are blind and deaf, psychological evaluation and testing, and sign language. Credits in such subjects as English, science, and social science are also required.

MENTAL HEALTH TECHNICIAN TRAINING - STAFF DEVELOPERS MANUAL

Priscilla Crawford, Project Director, Indiana State Department of Mental Health and Mental Retardation, Bloomington, Indiana. Richard White, Indiana University Developmental Disabilities Training Center; in three looseleaf binders.

The development of this training model was funded by the paraprofessional branch of NIMH.

Modules are as follows: (1) Teaming (2) Advocacy (3) Development (4) MR/DD (5) Mental Illness (6) IPP Skills (7) Nursing (8) Communication (9) Academic (10) O.T. (11) Vocational (12) Creative Therapy (13) Socialization (14) Recreation (15) P.T.

Project Aspire has a goal of developing a statewide competency-based training program for mental health technicians (MHTs) which:

1. Behavioral specifies training objectives for MHTs.
2. Provides a means of evaluating training outcomes.
3. Incorporates quality training materials and activities that have been predeveloped in-State and nationally.
4. Develops new training materials and/or activities when necessary.
5. Describes a common core of competence between hospital and community agencies.
6. Provides MHTs payoffs for competence acquired and, most importantly
7. Provides professional recognition to MHT services.

MICHIGAN MODEL

Michigan Department of Mental Health, Lewis Cass Building,
Lansing, Michigan 48926.
Harvey Day.

Since the mid 1960's, Michigan has been developing and implementing a variety of community based programs for people with developmental disabilities. These programs have been educational, vocational, recreational and residential, provided parent training and early intervention and diagnostic services. They are provided by state, regional, and local governmental/ educational agencies, as well as by non-profit and advocacy groups.

The Michigan state legislation mandating a free appropriate education for all children with handicapping conditions was a precursor of P.L. 94-142. The public schools serve children and adults from birth through 25 years with developmental disabilities. They provide many of the services listed above. In addition, the Michigan State Department of Mental Health provides residential care facilities and some educational services at 12 developmental centers throughout the state; smaller alternative intermediate care facilities are now under construction.

The Department is developing a training model to train direct care workers now employed in the state developmental centers. The training model/curriculum is linked into the promotional system. A worker can choose to enter the system through the direct care/supervisory route or may choose to enter a career ladder as a trainer in the training model. This is a new career ladder that has just been approved by the Michigan State Civil Service Agency. The final regulations are now being developed.

The training model is viewed as an instrument to insure the retention of workers and to build the capacity of the civil service system to provide the needed workers.

The Michigan Curriculum consists of four phases:

Phase I is the base core curriculum of 120 hours for entry level workers and consists of courses on philosophy, behavioral management, physical management, sexual and health care, and the development of observational skills.

Phase II is 290 hours of on-the-job training to develop competencies and skills needed for service delivery to the residents.

Phase III is 80 hours of training related directly to each facility.

Phase IV will include academic credit and is now being worked out with the institutions of higher education within the state.

NEW CASTLE (INDIANA) STATE HOSPITAL MODEL

Staff Development and Training, New Castle State Hospital,
New Castle, Indiana 47362.
Shirley Higgins, Director.

The Hospital, a Developmental Center, is responsible for administration and coordination of client services within one of three geographic zones in the state. One of the several stated goals of the hospital is "to become a training center for individuals working in related developmental disability areas." It is intended that the Center will develop a pool of trained personnel, and share resources with other service providers and educational institutions.

The New Castle training model consists of several levels of training and has been developed cooperatively with the Indiana Vocational Technical College (I.V. Tech) in Muncie, Indiana. Direct care workers at New Castle State can choose to receive academic credit for course work offered on the grounds of the Center. If they choose not to enroll for academic credit, they receive inservice credit.

The I.V. Tech/New Castle State Program provides instruction for initial employment and the upgrading of entry level personnel. Three levels of programs are available as follows: an occupational certificate (a minimum of 15 credit hours); a technical certificate (a minimum of 45 hours); and an Associate in Applied Science Degree (91 hours), including required courses and regional electives.

In addition to offering the courses at the New Castle facility, I.V. Tech also is offering the program on campus and in other cities in the region it serves to persons working in community based services and educational programs.

TEXAS MODEL

Texas Department of Mental Health and Mental Retardation,
Box 12668 Capital Station, Austin Texas 79711.
Carl Fairman, Director of Staff Development.

The Texas Department of Mental Health and Mental Retardation has a grant from the Paraprofessional Branch of the National Institute of Mental Health, Department of Health and Human Services, to develop an inservice training model for direct care workers. These paraprofessionals work in state facilities of the department as well as community based mental health centers delivering services to both persons who are mentally retarded and those in need of mental health services.

A task analysis was conducted of activities and jobs performed in all three settings--mental health, mental retardation, and community based programs--by paraprofessional workers. The survey instrument used to conduct the task analysis listed the tasks without regard to setting, position, or level of performance. Once the TA was completed, the 579 tasks were listed in priority order and divided into three categories--entry level, intermediate level, and supervisory level activities.

The TA then was used to develop a core curriculum and specifications for job descriptions. The core curriculum is used to train the direct care workers in skills that are common to all three settings--mental health, mental retardation, and community based programs.

The Texas State Legislature recently approved a new set of job descriptions for entry level, intermediate, and supervisory positions for the Mental Health/Mental Retardation workers in all three settings. These specifications form a framework for career ladders based on successful completion of the corresponding levels of the core curriculum, as well as competent performance on the job. They also promote career mobility within the various divisions and programs operated by the State Department.

The core curriculum for entry level positions is completed and has been implemented. The intermediate and supervisory level will be completed shortly. In addition to the core curriculum for the MH/MR series, modules for the training of skills that are not generic to all three settings are now being prepared. The development of training modules for direct care workers working with those with developmental disabilities in such areas as blindness, deafness, and epilepsy will also be undertaken.

COMMUNITY COLLEGES AND THE DEVELOPMENTALLY DISABLED: TRAINING MODELS FOR DIRECT CARE PERSONNEL.

David Bilovasky and Jane Matson, 78 pp., 1977.
American Association of Community and Junior Colleges,
One Dupont Circle, N.W., Washington, D.C. 20036; $5.

This guidebook is designed to help community colleges develop programs to train direct care personnel for new community based residential facilities for people with developmental disabilities. Such programs are expected to be increasingly necessary since high priority has been recently given to implementing new forms of care for those with developmental disabilities. The first and second chapters of this publication define the population of persons with developmental disabilities and the types of personnel which are currently relied upon to provide service and care to such individuals. The third chapter reviews specific questions which the community college must answer before it implements a program for the training of direct care personnel. The fourth chapter addresses, at a conceptual level, the development of a direct care personnel training program in terms of program objectives, scope and content. The fifth and sixth chapters examine several model programs currently in operation, suggesting that while academic training is important, direct experience is also extremely valuable. The final chapter includes general recommendations relating to the development of such programs at the community college level. A bibliography is included.

NEW YORK STATE OFFICE OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES

Bureau of Staff Development and Training, Office of Mental Retardation and Developmental Disabilities, 44 Holland Avenue, Albany, New York 12229.

These eleven inservice curricula and/or programs are being developed by the OMRDD Bureau of Staff Development and Training. The auduovisual materials and instructor and student manuals mentioned in these descriptions will be available for dissemination in January, 1981.

1. EXPLORING VALUES IN MENTAL RETARDATION is an introduction to the training program because values form the basis for attitudes and influence decisions. This module begins by reviewing the history of human services for people with disabilities. It explores the causes and etiological characteristics of developmental disabilities. Current philosophy concerning handicapism and normalization principles are discussed and illustrated. A Values Clarification Exercise about persons who are retarded or develop-

mentally disabled is given at the end of the module.

2. COMMUNITY SUPPORT SYSTEMS is an overview of the services that are needed to help persons who are retarded live in the community. Based on a model of human needs, a Community Support System provides services in the community, functions as a coordinated unit, and fosters the integration of persons with disabilities into society. The module describes the components of a support system, how to arrange for services, and the effects of services on a community. It names some of the services that are available around New York State and tells how to advocate for needed services in a community. A trainee's manual will provide staff with a list of resources that are available in their local communities.

3. GOAL PLANNING FOR DEVELOPMENTALLY DISABLED PEOPLE IN A COMMUNITY RESIDENCE is intended to provide community residence staff with the skills they need to develop effective goal plans. Staff will have to write goals for a variety of reasons including individual program plans, individual education plans, behavioral programs, and teaching programs. This module will help staff develop a system to write appropriate goals with residents that lead to client growth. The training is divided into five sessions and will be a combination of lectures, individual exercises, large and small group activities, a slide tape, and a video tape.

4. BEHAVIORAL OBSERVATION, MANAGEMENT AND MODIFICATION IN A COMMUNITY RESIDENCE provides an overview of behavioral principles and methods focusing on using these techniques to accomplish specific goals. Community residence staff are often responsible for teaching and changing behavior and the module is intended to provide staff with the tools to accomplish this. The module is divided into four sessions: "An Introduction to Behavioral Principles," "Tools for Changing Behavior," "Ethical and Practical Issues in the Use of Behavior Modification," and "How to Implement a Behavior Modification System." It also includes a "Glossary of Behavioral Terms."

5. DAILY LIVING SKILLS IN A COMMUNITY RESIDENCE gives community residence staff a model for using their knowledge of living skills in a systematic way. One of the most important jobs in a residence is to teach daily living skills. The module stresses the importance of assessment and task analysis when teaching these skills. It also includes some teaching strategies and an example of curriculum format. The training activities include lectures, individual exercises, group discussions, role-play simulations, and audiovisual presentations.

6. COMMUNICATION SKILLS IN A COMMUNITY RESIDENCE stresses the importance of effective communications among staff,

among staff and clients, and with people in the community. The module will teach the elements of communication in a one-to-one situation and in a group. It will discuss the special communication needs of people with disabilities and the important techniques used by staff to help these clients communicate. The module will use a combination of lectures, individual and group exercises and audiovisual materials.

7. SOCIALIZATION: PRINCIPLES, METHODS AND PERSONAL EXPERIENCES is intended to assist staff in helping clients become better integrated into their communities. Community residence staff are asked to compare their personal socialization experiences with the experiences of mentally retarded persons. The effects of segregation and methods for integration are discussed and examples are given for a community residence. The module ends with some positive examples of how effective socialization has enhanced the quality of life for people who are mentally retarded or developmentally disabled.

8. HUMAN SEXUALITY IN A COMMUNITY RESIDENCE stresses the important relation between socialization and sexuality, personal values and behavior, and self-expression and sexuality. The module discusses the rights of people with developmental disabilities and the need for people to develop social behavior, a sense of responsibility and appropriate sexual expression. The major elements of sexual education are described including reproduction, contraception, venereal diseases and the importance of education to avoid exploitation. The module is a combination of lectures, discussions, individual exercises, films and audiovisual materials.

9. ETHICAL AND LEGAL ISSUES IN DEVELOPMENTAL DISABILITIES gives an overview of the historic and moral problems in providing human services for people with disabilities. It begins by exploring ethical dilemnas in the relationship between client and services. The module describes the origins of law, the important legal principles and specific areas of concern in human services. The limitations of the law outlined and the need for ethical behavior is stressed.

10. BEHAVIOR MANAGEMENT FOR THE AGRESSIVE CLIENT is a comprehensive program dealing with the management of aggressive behavior. It is the intent of the program:
    - --to make the community residence staff member aware of the problems associated with aggressive behavior;
    - --to give the community residence staff member a better understanding of developmental disabilities;
    - --to present appropriate calming techniques in order to prevent an aggressive outburst from occurring, if possible. If an aggressive outburst does occur, however, physical intervention techniques are presented which will help a community residence staff

member to restrain a person with developmental disabilities without injury to the person or to yourself; and

--to help the community residence staff member work with the person with developmental disabilities who displays agressive behavior to develop preventive strategies in order to decrease the frequency of the aggressive outbursts.

The slide/tape, film and manual which are a part of the program were developed in conjunction with existing New York State policies concerning client abuse and guidelines for clients' rights.

11. DIRECT CARE TRAINING IN WORK ADJUSTMENT SERVICES PROGRAM has a threefold purpose:

--to improve staff proficiency in providing supportive services for people with developmental disabilities so that the latter may live more independent, conventional lives in the community;

--to broaden understanding of the mutually supportive relationship between the community group home and the sheltered (or competitive) work setting; and

--to increase the knowledge of the concept of work adjustment and its role in a sheltered work setting in order to transfer and use work adjustment techniques as they apply to the community group home environment.

A competency based training package will adapt work adjustment theory concepts and techniques to the community residence environment, focusing on both facilitators and recipients of work adjustment services.

SOUTH DAKOTA MODEL

Division of Training, Center for the Developmentally Disabled,
University of South Dakota, Vermillion, SD 57069
Thony Jones

The Center has developed a comprehensive model for the inservice training of staff working in community based facilities serving persons with developmental disabilities. The South Dakota program is based on a proactive model that stresses holistic programming as opposed to teaching staff specific techniques to deal with specific client deficits. It was developed with and then based on feedback from the staff of federal, state, and private agencies directly involved in the service of people with developmental disabilities. A Training Institute Advisory Committee has been established formally to aid in providing coordinated training for member agencies. They include the state Offices of Developmental Disabilities, Vocational Rehabilitation, Health, Human Development, Staff Development, Special Education and representatives from various provider groups.

The curriculum is comprised of seven modules which are broken down into instructional units. A program of technical assistance has been developed to aid the agencies in their implementation of the modules.

In addition to the development of the training curriculum, techniques for training, and multiple evaluation procedures, the model includes a plan to develop and implement a direct service profession via an integrated career ladder and pre-service training program. It is one of the few models developed between the following governmental agencies, educational institutions and unions: the State Office of Developmental Disabilities, administrative staff of other state agencies serving persons with developmental disabilities, labor unions, the state civil service staff, two and four year institutions of higher education services, CETA, and federal and state job service.

USING SKILLS EFFECTIVELY (USE)

The RIP Expansion Project, 2400 White Avenue, Nashville, Tenn. 37204.
Linnea Harrison and Barbara Fiechtl, Training Coordinators, 615/741-6736.

Training program for professionals and paraprofessionals who serve young children, particularly those who are handicapped, delayed, behavior disordered or otherwise exceptional. It is related to techniques developed through the Regional Intervention Program (RIP). Trainees deal with techniques applicable to children with a wide range of handicapping conditions. They learn to translate a child's need into skill objectives, to use a direct instructional program to teach the skills, and to evaluate the results of their instruction. At training cycle's end, trainees will have taught at least one child in one of the following content areas: preacademic or cognitive skills, motor or self-help skills, or language. Format alternatives between USE classes and work on the job. Role playing, written tests and child progress are used to evaluate results of work. USE training manual, forms and all necessary video-tapes will be provided for any agency wishing to incorporate these techniques in training.

V. TRAINING MODELS: EARLY CHILDHOOD

These paraprofessional training models have a particular emphasis on preparation for work in early childhood programs.

CHILD CARE SERVICES PROGRAM

Oakton Community College, 7900 North Nagle Ave., Morton Grove,
Illinois 60053
Helene Block, (312) 967-5120

The Child Care Program, which prepares students to work with preschool aged children, has a special education option for those who are interested in the field. Courses designed specifically for special education cover a full spectrum of disability categories with exposure to children of other ages. An Associate degree of Applied Science is awarded for successful completion of 68 semester hours of child care courses and general education requirements over four semesters. There is also an option to transfer to a senior college in a child-care related field. Programs enabling trainees to attain certificates for 15 or 30 credit hours of work have also been instituted.

EARLY CHILDHOOD STUDIES AND SPECIAL EDUCATION OPTION

Mitchell College, New London, Connecticut 06320
Dr. David Harvey, (203) 443-2811

This two-year program prepares paraprofessionals for work in early childhood programs. Emphasis is on training in regular education, followed by intensive special education training, including coursework in parenting. The special education option represents a merging of the early childhood studies with the Human Services Program and coursework that ranges from child psychology, the exceptional child, and physical education through marriage and the family and introduction to counseling. Completion of 62 credit hours leads to the Associate degree.

PARAPROFESSIONAL ASSISTANCE IN SPECIAL EDUCATION ("PASE")

Child Development Department: San Antonio College, 1300 San
Pedro Avenue, San Antonio, Texas 78284
Elizabeth Culbertson, Chairperson, Chil[illegible] Development Dept.

Project PASE is designed to provide one year of pre- or inservice training to paraprofessionals employed in bilingual preschool programs for children with special needs. The trainees receive 6 hours of credit for each of two semesters consisting of an academic course and a 20 hour per week practicum course; the training program uses the Handicapped Training Identification Modules developed by EPD Consortium D, Education Service Center in Richardson, Texas as the basis for an individualized competency based program. An additional module on bilingual/bicultural aspects for Spanish speaking children with special needs is being developed. All types of children with handicapping conditions are served by the paraprofessionals involved in the PASE program.

PREPARATION OF AIDES TO WORK WITH HANDICAPPED CHILDREN

Santa Rosa Junior College, 1501 Mendacino Avenue, Santa Rosa, California 95401
Terri Isaacs, (707) 527-4224

This program prepares paraprofessionals to work with a full range of individuals with handicapping conditions to meet their special needs. A 45-credit-hour program leading to a training certificate, and a 60-hour program leading to an Associate degree in Child Development are offered. A preservice program is offered to students who are not currently employed, and an inservice program is available to students who are working. Coursework includes general child development, creative activities, child/family/community interaction, early childhood education, instructional materials and media, exceptional children in integrated settings, math and reading instruction, and behavioral management techniques.

PREPARATION OF PERSONNEL TO MEET THE NEEDS OF THE HANDICAPPED

Winthrop College Human Development Center, Rock Hill, SC 29733
Offa Lou Jenkins, Director (803) 323-2151

In addition to its preservice bachelor's and master's programs, Winthrop College offers an inservice program to paraprofessionals, teachers, and parents. This program consists of six weekend symposia on campus, followed by field sessions. Project staff provide information on the developmental aspects of physical, motor, and social/emotional growth; communications and learning skills; materials development; and behavior management techniques. A second phase of the program is training personnel working in physical education and recreation to work with children with severe handicapping conditions. An Associate degree program and state licensing for paraprofessionals are under consideration.

TRAINING FOR VOLUNTEERS AND PARAPROFESSIONALS IN EARLY CHILDHOOD SPECIAL EDUCATION

Sinclair Community College, 444 West Third St., Dayton, Ohio 45402. Dennis Moore

These are training programs for paraprofessionals (currently employed) and volunteers who work with children with handicapping conditions in an early childhood setting. Children with handicapping conditions represent the total spectrum of the local population served through private preschools, Head Start, public schools, boards of mental retardation, and specialized agencies. Special education curriculum is general in nature with job-specific attention given to two practicum experiences. On-the-job experience in the form of internship can be substituted for practicum experience on an individual basis. Practicum involves a 1st and 2nd year practicum that includes on-site placement with campus seminars.

HOME VISITOR TRAINING MATERIALS: APPALACHIA EDUCATIONAL LABORATORY, CHARLESTON, WEST VIRGINIA

Edwin E. Gotts, Editor, 1977
Human Sciences Press

A total training program for paraprofessionals who work as instructors in preschool programs. The home visitor's role is described as that of aiding and reinforcing the parent as the child's first teacher. The package contains a Home Visitor Trainer's Notebook, Home Visitor's Notebook, and Parent's Handbook. Each includes detailed instruction for use, but trainers are encouraged to adapt procedures to fit their particular needs. The field tested modules are nine: Introduction to Training, What a Home Visitor Does, Helping Children Grow and Develop, Teaching and Learning Materials, Working with Others, Health and Safety, Resources, the HOPE (Home-Oriented Preschool Education) Process. Program designed for 20-25 trainees ideally and can be completed in ten six-hour days. Program may be adapted for training classroom aides.

TEACHING PRESCHOOL SPECIAL EDUCATION ASSISTANTS TO WORK WITH CHILDREN FROM BIRTH TO SIX. EXPERIMENTAL EDITION.

Margaret E. Driscoll, editor, and others 300 pp., 1978.
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210; ED 16 3702; 83¢ for microfiche, $15.39 for hardcover, plus postage.

The curriculum presents concepts and skills needed by special education assistants to implement early intervention programs for students (birth to 6 years old) with handicapping conditions. Included are an intructor's guide, objectives, outline, references, handouts, worksheets, suggested assignments, and suggested test questions for the following 13 units: overview of development; overview of program implementation; principles of instruction; gross motor development; perceptual motor development, fine motor development; cognitive/adaptive skills; communication development; self-help skills; socialization; family involvement; interpersonal skills; and current issues and trends in special education.

ALTERNATIVES FOR PARAPROFESSIONAL TRAINING

Southwest Educational Development Laboratory, 211 E. 7th St.,
Austin, Texas 78701.
Dr. Joyce Evans

The program provides inservice training designed to meet the varying needs of those who work with young children with handicapping conditions. Public and private child care centers (including Title XX Day Care and Head Start) that serve children with handicapping conditions in an integrated setting and from both rural and urban areas of Texas. Children with all types of handicapping conditions are served through these programs, with the mild to moderately involved child more often found in child care centers and the more severely involved in ECH classes.

Following development of competencies needed by the paraprofessional, a series of training work sessions were outlined and designated with popularized titles. A training needs assessment, initially conducted at each project site and repeated on a periodic basis, determines the selection of specific work sessions topics covered in training workshops. At least three times a year on-site workshops of one to two days are conducted. As the project enters its third year, workshops have been expended to include tri-level training: (1) beginning or entry level work sessions, (2) continuing follow-up or expanded work sessions, and (3) training for onsite supervisory personnel on how to train others.

As an outgrowth of this project, other contracts have been received from local school districts and Day Care regions for additional training related to infant care, working with parents, and bicultural considerations. In addition, through a contract with the Texas State Department of Human Resources, a procedural guide, When You Care for Handicapped Children has been developed and interagency agreements between the department and the State Education Agency have been initiated.

VI. TRAINING MODELS: GENERAL SPECIAL EDUCATION

These models are for the training of aides who will work in less specialized settings or that address a variety of specialities in their curricula.

A PROGRAM TO ASSIST EDUCATIONAL PERSONNEL TO TEACH STUDENTS OF WIDE VARIABILITY IN REGULAR CLASSROOMS

Bruce Arneklev and Dorothy Pugmire, Utah State University, Logan
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210. No. Ed 083 198

This program is designed to retrain experienced teachers and train paraprofessionals to work with children who have handicapping conditions or are disadvantaged in regular classrooms. A team approach is used, with paraprofessionals taught a variety of skills so that they can play different roles on the team. Training combines observation, study and practicum. Paraprofessionals can serve as listeners, observers, clerical persons, or resource persons. They are used to bridge the gap between the classroom and the community and can provide different points of view about a child or a plan.

CERRITOS COLLEGE PROGRAM

11110 East Alondra Boulevard, Norwalk, California 90650
Mrs. Dearesteen Langdon

The Cerritos program was one of the first ever developed by a community college. The Special Education Assistant Program leads to an AA degree. The course of study is based on extensive clinical/practicum experience in local schools. Class work provides knowledge through a variety of subject areas which include: Child Growth and Guidance, Survey of Physical Defects and Mental Retardation, Music, Games and Rhythms, Home Living Skills, and First Aid.

CHILD DEVELOPMENT ASSISTANT PROGRAM

Gloucester County College, Tanyard Road, Deptford Township,
Sewell, New Jersey 08080
Berminna Salem

In operation since the early 1970's, this is one of the oldest training programs for paraprofessionals in special education in the country. Each of the four major area courses (one each semester) has a practicum component requiring an average of 6 hours per week (2 full mornings). Each student has 10 different placements--9 five week placements and 1 semester long placement plus 2 twenty four hour experiences in a residential setting. Each student gets experience with a variety of handicapping conditions in a variety of settings. Several state institutions and day care centers are used for practicum experience, as well as public school classrooms.

EDUCATIONAL ASSISTANT PROGRAM

Northern Essex Community College, 100 Elliott Street, Haverhill,
Mass. 01831.
Paul Bevilacqua, Chairman, Division of Human Services, (617)
374-0721.

This Associate degree program trains individuals to work as instructional assistants and, at the same time, prepares them to transfer into an advanced program in education or human services. Training focuses on the basic principles of the learning process, basic problems in learning, and the development of effective interpersonal relationships with the educational staff and pupils in special education settings. The program requires 65 to 67 credit hours in specialized courses and in liberal arts electives.

LANGUAGE COMMUNICATION PARAPROFESSIONAL PROGRAM (Northern Essex)

In these one and two year programs, the language communication paraprofessional is trained to provide service to children with learning disabilities and communication disorders. The training certificate is awarded on completion of 32 hours of credit. During the second year, liberal arts courses and additional practicum experiences are included to allow for transfer of credit to four-year programs and an Associate degree is awarded.

MENTAL HEALTH TECHNOLOGY PROGRAM (Northern Essex)

This program prepares paraprofessionals for work in mental health and mental retardation, as generalists who can provide client services to adults and children in a variety of settings. The curriculum is interdisciplinary, and successful completion of 62 semester credits leads to an Associate degree. A one-year training certificate is also an option.

HUMAN SERVICE PARAPROFESSIONAL PROGRAM

Central Technical Community College, Box 1024, Hastings, Nebraska 68901.
Kathleen McPhearson (402) 463-9811

This two year program provides general educational and occupational courses and supervised experience in selected community agencies to prepare the student to function in health-related fields. After completing the human service generalist program, the student may take electives in the areas of mental retardation, chemical dependency, and mental health. Most coursework focuses on those with emotional handicapping conditions, from preschool to age 21. However, trainees do receive limited training concerning those with physical handicapping conditions, mental retardation, as well as those who are aged or infirm. Successful completion leads to an Associate degree.

HUMAN SERVICES PROGRAM

Ellsworth Community College, 1100 College, Iowa Falls, Iowa 50126
Dr. Michael Davis (515) 648-4611

This program prepares human service specialists in child development and education of those with handicapping conditions, and work with delinquent and dependent youth from preschool to adulthood. The curriculum is based on applied behavior analysis and includes behavioral teaching methods and change strategies, counseling and tutoring, adolescent psychology, developmental activities and materials, and first aid. A certificate in human services may be obtained after one year of training; a second year leads to the Associate degree, transferable to a four-year program in special education, psychology or social work.

INSERVICE AND PRESERVICE TRAINING OF AIDES FOR THE HANDICAPPED

Kirkwood Community College, Aide to Handicapped Program,
Box 2068, Cedar Rapids, Iowa 54206
Jack Terndrup

Trainees are either full or part-time students. Several options are available to these students. 1. The choice of obtaining a one year certificate of training or a two year Associate of Arts degree (with transfer option). 2. Students working towards the Certificate of Training may take two years of evening classes which allows them to work full time while receiving training. Paraprofessionals are trained to work with persons of all ages with developmental disabilities as well as with children and adolescents having learning, emotional and behavioral problems.

The program is designed in a competency based format. Skills are learned in quarterly skill development classes. Transfer is checked in each of two practicum experiences. Each practicum emphasizes a different disability or age range. Students may select a practicum in an educational or other service agency.

MENTAL HEALTH/HUMAN SERVICES TECHNOLOGY PROGRAM

Jefferson State Community College, 2601 Carson Road, Birmingham,
Alabama 35215.
Julia N. Stork, (205) 853-1200

This two-year training program prepares trainees to work in a change agent capacity, primarily in mental health treatment centers for institutionalized trainable and educable adults who are mentally retarded. In addition to a general education component, program content includes personal development and awareness, group dynamics, counseling and interviewing techniques, and familiarization with assessment techniques. Trainees also gain skills in designing and implementing behavioral objectives and instructional activities. An Associate degree is awarded, and certification of paraprofessionals is being considered.

PARAPROFESSIONAL/REGULAR EDUCATION INSERVICE FOR NATIVE AMERICAN TRAINEES

Southwest Communication Resources, Inc., P.O. Box 1785,
Albequerque, NM 87103
Marcia C. Miles

This project is designed to train paraprofessionals (teacher aides and community health aides) employed by school and health facilities in New Mexico Indian communities to identify children with speech, language and hearing disorders in the regular classroom setting. These personnel are also trained to assist the regular classroom teacher in providing language stimulation activities in the classroom setting. Training is conducted on-site with intensive workshops, weekly didactic sessions and classroom consultations as well as observations. Professional staff responsible for this training include speech/language pathologists and special education specialists. Training materials currently being developed include a curriculum manual in communication disorders, training tapes, a culturally relevant screening checklist and language intervention materials.

PARAPROFESSIONAL/SPECIAL EDUCATION PROGRAM

Cardinal Stritch College, 5801 Yates Road, Fox Point, Wisconsin 53217
Sister Lois Justin, Director, Associate of Arts Program in Exceptional Education (414) 352-5400

This two-year program prepares trainees to contribute to the education of a wide range of exceptional children, particularly those who are mentally retarded, from infancy to adulthood. The liberal arts foundation includes coursework in communication skills, social and behavioral sciences, humanities, mathematics and science. The specialized program includes such areas as behavior management, human relations training, child psychology, activities programming and child care routines, and children with handicapping conditions in the regular classroom. Sixty credits are required for graduation.

PARAPROFESSIONAL TRAINING IN MENTAL RETARDATION AND MENTAL HEALTH (A.A. IN HUMAN SERVICES)

Keystone Junior College, La Plume, PA 18440
Merrilee R. Lewis, Ph.D., Coordinator

The program was started in the fall of 1978 to train paraprofessionals to work with those who were mentally retarded or mentally ill (all ages). During the 1st year students take anatomy and physiology, general psychology, child psychology, social welfare, and a course in interviewing, communication skills, and observation which has a three hour lab per week. The second year includes courses in adult development, mental retardation, mental illness, group process, and an 8 hour per week, full semester, field placement. The program then gives students a foundation in normal human development, theoretical knowledge of mental retardation and mental illness, plus skills in behavior analysis, goal planning, observation, and communication. The field placement site is selected by the student and faculty in light of the student's interest. Placements include special education classes, community living homes, local institutions, and the student may be working with either children or adults.

PARAPROFESSIONAL TRAINING PROGRAM

Teaching Research Infant and Child Center, Monmouth, Oregon 97361.
Dr. H.E. (Bud) Fredericks, (503) 838-1220

The paraprofessional training component is one part of an extensive program addressing the needs of children from birth to 17 years with moderate to severe handicapping conditions, as well as those of their parents and the professionals and paraprofessionals with whom they learn. Teachers of this population in Oregon are required to take the workshops offered by Teaching Research, and paraprofessionals are strongly encouraged to attend. The program includes an intensive one-week hands-on training period at the Center, and on-site follow-up in which the trainer observes the trainee's classrooms. Program content focuses on developing knowledge and measurable competencies in learning theory, observation techniques, data collection, placement test administration, behavior management, planning, implementing, and modifying instructional programs in self-help skills, motor development, and language, parent training, and training volunteers. Three hours of college credit may be awarded by the Oregon College of Education, if requested.

PROGRAMS IN EDUCATIONAL TECHNOLOGY

Middlesex County College, Edison, New Jersey 08817
Yetta K. Levine, Chairperson, Department of Educational Technology, (201) 548-6000.

Four programs in education technology are offered: teacher assistant, assistant in early childhood education, assistant in special education, and instructional media assistant. A core curriculum is offered during the first year, and specialization takes place during the second. Students experience the full spectrum of disability categories, from birth to adulthood. One year of study leads to a teacher aide training certificate. Completion of 62 to 64 credits over a two-year period culminates in the Associate degree.

PROJECT SHAPE (SERVING THE HANDICAPPED: A PARTNERSHIP EXPERIENCE)

John C. Calhoun State Community College, P.O. Box 2216,
Decatur, AL 35602
Carmen F. Blalock

The project provides the following:

1. inservice certificate and training program for persons employed in day care facilities, public education, developmental centers, etc., who have little or no training in working with children with handicapping conditions.

2. a training program for parents of children with handicapping conditions;

3. a model forum for the community and professionals that will foster coordination of service delivery to children with handicapping conditions in public school; and

4. a preservice Associate Degree program in Special Education Technology. This program is designed to allow its graduates to obtain employment as paraprofessionals or to successfully articulate with other 4-year programs at other colleges or universities. The trainees include those who are already employed as well as full-time students. The program is generic in nature. It includes two field experiences, two practicums and a lab.

REACH PROGRAM

Clermont College, University of Cincinnati, College Dr.,
Batavia, Ohio 45103.
Daniel Dell, (513) 732-2990

The REACH Program trains human service generalists at the Associate Degree level to work with clients encumbered by developmental or learning/behavior disorders, the most prevalent of handicapping conditions. The students are trained to work with people with handicapping conditions in a variety of settings, so the instructional program cuts across the usual disciplinary lines. Since the program is competency based, the critical skills, knowledge, and attitudes have been identified through a survey of 200 professionals working with people with handicapping conditions in Southwestern Ohio.

Most REACH students are involved as full-time participants, although part-time status is an alternative.

REHABILITATION SERVICES PROGRAM--RED DEER COLLEGE (A TRAINING MODEL FOR PARA-PROFESSIONALS)

Diana McColl, Paper presented at the World Congress on the Future of Special Education, Stirling, Scotland, June, 1978, 10pp.
ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210; ED 15 7335; 83¢ for microfiche, $1.67 for hardcover, plus postage.

The paper describes a 2 year college program designed to meet the need for front line workers who have been trained within the developmental model to work with people exhibiting a broad variety of handicapping conditions. The program is explained to adhere to a philosophy of normalization/integration for those with handicapping conditions. The orientation is noted to be practical in nature, with fieldwork a heavy component. It is reported that the scheduling is flexible; therefore, it not only caters to preservice training, but inservice training needs as well.

SPECIAL PARAPROFESSIONALS EDUCATING CHILDREN IN ACTIVE LEARNING

Saddlebrook College, Human Development Department, 28000
Marguerite Parkway, Mission Viejo, California 92692
Roberta Berns, Coordinator, (714) 831-4693

A program to recruit and train students with handicapping conditions as special education aides. The goals are as follows: to provide vocational experience for students with handicapping conditions, to upgrade the quality of services to and provide positive role models for children with handicapping conditions; to motivate educational institutions and other human service agencies to hire those with handicapping conditions as paraprofessionals.

Participants take courses in Human Development, Education, and Special Education at Saddlebrook College. They also receive work experience in an exceptional school or facility. Support services such as transportation, special equipment, tutoring and counseling will be provided. Participants gain knowledge of how children respond to their environment and apply this knowledge to enable children to reach their potential.

Course work includes competency in understanding human growth and behavior, socialization, health, philosophy of education, special services for those with handicapping conditions, teaching skills, and the specific disability with which the student wants to work.

SPECIAL EDUCATION ASSISTANT PROGRAM

College of Alameda, 555 Atlantic Avenue, Alameda, CA 94501
Dr. Edna P. Froehlich, Assistant Dean Occupational Education and Special Programs.

The student/trainees in the S.E.A. Program represent a continuum of involvement and employment in the field of special education, from volunteer interns to full-time employees. All disabling conditions are considered suitable for an internship site, with proper supervision. The academic preparation for work with those with disabilities focuses on four major areas of exceptionality, i.e., those with: 1) learning handicaps, including children with mild handicapping conditions, educational retardation, learning disabilities, and behavioral disorders; 2) communication handicaps, including those who are deaf, deaf and blind, severely hard-of-hearing, severely language delayed, aphasia and speech handicapped; 3) physical handicaps, including orthopedic handicaps, health impairments, blindness, partial sight, and chronic illness; 4) severe handicaps, including trainable people with mental retardation, and those with multiple handicaps, serious emotional disturbances, and autism.

The training design of the practicum includes completion of three quarters of Internship/Fieldwork (General Studies I, IB Career Advancement, Occupational Education), a minimum of three units per quarter. One unit is granted for attending the weekly seminar class. One is granted for every 50 hours of paid work and/or one unit for every 40 hours of unpaid work.

SPECIAL EDUCATION ASSOCIATE PROGRAM

St. Mary's Junior College, 2500 South Sixth Street, Minneapolis, Minnesota 55454
Grace Ramseyer, (612) 332-5521

This two-year program prepares assistants to work with individuals who are mentally retarded or severely and profoundly handicapped, from birth through adulthood. Preparation focuses on the education and social welfare systems of the human services. Based on a Piagetian developmental approach, the program includes both general education and special education courses. A minimum of 90 credits is required for the Associate degree.

TEACHER AIDE PROGRAM

Mountain View College, 4849 West Illinois Avenue, Dallas,
Texas 75211.
Ann Fletcher

The purpose of this two-year program is to prepare paraprofessionals in the skills needed to meet the full spectrum of the needs of children with handicapping conditions in the mainstreaming effort. Graduates are prepared to deal with a variety of disability categories in the 3-21 age range. Coursework is geared to development of an understanding of the learning process and stages of development. Special courses in instructional media are also offered. Successful completion leads to the Associate of Applied Sciences in Special Education degree. This program focuses on trainees' abilities to devise individualized educational plans. Moreover, the program includes a second-year cooperative venture in paid work and course work.

THE PEG PROGRAM: PARAPROFESSIONAL TRAINING IN SPECIAL EDUCATION

Northeast Network for Curriculum Coordination, Bldg. 4103--
Kilmer Campus, Rutgers University, New Brunswick, N.J.
08903.

PEG is a four-course sequence designed to train special education paraprofessionals and those working in vocational education programs. It includes a study of the principles and practices found in contemporary special education, plus an individualized guided program of personal and professional growth in recommended competencies. It is for paraprofessionals or classroom aides employed in public or private schools, in regular or special classrooms, and in vocational education; paraprofessionals or technicians employed by public or private institutions and/or agencies for persons with special needs; and preservice trainees in early childhood education programs as well as the parents and family of children with special needs.

See TRAINING MATERIALS: PUBLICATIONS for further information

TRAINING OF PREPARERS OF PARAPROFESSIONAL PERSONNEL PROGRAM IN MENTAL RETARDATION (TOP)

Area of Special Education, The University of Alabama, P.O.
Box 2592, University, Alabama 35486
Dr. Tommy Russell

The purpose of the TOP program is to develop a preparation sequence to train the trainers of paraprofessionals for service in special education settings within the public schools. In addition, a corollary effort is to focus on providing appropriate inservice education to those trainers already in practice who require updating and/or reeducation. Also, a major focus is to work toward some type of certification and/or a licensure for paraprofessionals by the State Board of Education.

TRAINING OF SUPPORT PERSONNEL - PARAPROFESSIONALS

Colorado Mountain College, 3000 County Road 114, Glenwood
Springs, CO 81601
Robert Van Cleave (303) 945-7481

A pre-service two year curriculum for Human Services Training. The Practicum in the first quarter is designed to orient students to the field of working with people with handicapping conditions as well as screen those individuals who have misconceptions about the nature of the work. Without extensive preparation or training, it places students in a work setting with people with handicapping conditions. An "Integration Seminar" is provided in conjunction with this practicum to allow students to discuss and reflect on their various experiences.

In order for project staff to make a more sound decision about working in a specific area of disability, a course is required which reviews many forms of disability (Disability Orientation) with three quarters of practicum in three distinct disability areas. Through the six quarters (2 year) program, 600-800 hours of practicum experience of contact is required.

All credits transfer to four year colleges.

The project also has an inservice component. Project staff contact schools, nursing homes, community based programs and any other agency serving people with handicapping conditions. A needs assessment is administered in each of these facilities, and the results are presented to the agency administration. In cooperation with school officials, etc., project staff plan specific classes in the form of workshops or more traditional courses to meet the needs of the individual facility. The idea is to upgrade the skills of those already employed and provide persons with specific marketable skills who then may choose immediate employment or transfer to a 4-year institution.

TRAINING PROJECT FOR PARAPROFESSIONALS IN EDUCATION FOR THE HANDICAPPED

North Carolina A & T State University, Greensboro, NC
27411
Sally Glenn

Inservice training has been conducted with paraprofessionals working in day care, Head Start, special day programs and self-contained special education public school settings. Preservice training has been coordinated with a child care program at a local technical institute. Training activities range from an orientation to handicapping conditions and relating normal growth and development to the child with handicapping conditions to behavioral management techniques, language stimulation skills, teaching methods and materials, and interpersonal relations.

TRAINING PROJECT TO PREPARE COMMUNITY COLLEGE PARAPROFESSIONALS TO WORK WITH HANDICAPPED CHILDREN

North Seattle Community College, 9600 College Way North,
Seattle, WA 98103
Margaret Johnston

This program has been training paraprofessionals to work in special education for the past six years. All graduates are presently employed or continuing their education. They work in a variety of settings including public schools, developmental centers and state institutions for those with handicaps. The program is competency based and involves four quarters of laboratory or practicum experience. Graduates work with many different kinds of handicapping conditions with the majority probably in classes for those with severe and profound handicapping conditions.

TRAINING PROJECT TO PREPARE PARAPROFESSIONALS TO WORK WITH HANDICAPPED CHILDREN

Morehouse College, 223 Chestnut St., S.W., Atlanta, Georgia
30314

The training program focuses on five major areas:
1) normal development of children from birth to five;
2) the development of children with exceptionalities;
3) the child development center, an educational and residential setting for exceptional children;
4) the teacher's role in working with parents and families of exceptional children;
5) the teacher's role in working with community groups with reference to pre-school exceptional children.

VII. TRAINING MODELS: INTERPRETERS/DEAF EDUCATION/SPEECH AND LANGUAGE TRAINING

These models are for the training of those who will work with people who are deaf or hearing impaired. A variety of settings are represented.

TRAINING PROGRAM FOR INTERPRETERS

College of Southern Idaho, Box 1238, Twin Falls, Idaho 83301.
Jim Palmer, (208) 733-9554

This program offers two courses over two semesters, with the intention of upgrading the skills of interpreters and of recruiting new interpreters to work with people who are hard-of-hearing and deaf in a variety of settings including legal, educational, vocational, rehabilitation, medical, artistic, and platform interpreting situations. The focus is on providing interpretive services to secondary school and adult populations. The curriculum is composed of 24 hours of coursework and 12 hours of practicum per semester, and the development of a two-year Associate degree program is underway. In addition, workshops consisting of three-day, two-week, or weekend training are offered by the Idaho Registry of Interpreters for the Deaf and the Regional Resource Center for the Deaf in Monmouth, Oregon, in conjunction with the College of Southern Idaho.

A PROPOSAL TO AUGMENT A TWO YEAR ASSOCIATE DEGREE AND A ONE YEAR CERTIFICATE IN INTERPRETER TRAINING TO SERVE THE HEARING IMPAIRED

Waubonsee Community College, Sugar Grove, Illinois 60554
Kenneth W. Allen

The Interpreter Training Program is a two year associate degree (64 hours) and a one year certificate (34 hours) to train persons as interpreters to work with persons with hearing impairments. The majority of students enrolled in the program are full-time and are not currently employed in the field.

Waubonsee is a site for post-secondary training of students with hearing impairments throughout Illinois. The sixty students, who are deaf enrolled in the program provide ideal practicum conditions without leaving campus.

PARAPROFESSIONAL TRAINING PROGRAM IN DEAF EDUCATION

Floyd Junior College, Rome, Georgia
Dr. William Pullen, (404) 295-6300

This two-year program prepares paraprofessionals to work with those who are deaf in educational institutions. Both inservice and preservice programs are provided. Enrollees follow a curriculum of liberal arts and deaf education courses, plus mental health, recreation, child development, nursing, and practicum work with those who are deaf. Completion of 109 hours of credits leads to the Associate degree with a major in Child Care Counseling for Schools for the Deaf and Deaf Education.

A companion program for those who are hearing impaired assists such individuals in becoming self-sufficient and prepares them to enter Gallaudet College or other four-year programs. Interpreting, tutoring, note-taking, and counseling services are offered by personnel trained in deaf education. The student may follow the Paraprofessional Training Program in Deaf Education or complete requirements for another degree.

TRAINING PROGRAM FOR COMMUNICATION AIDES

Janis A. Jelinek, et al, 1973, text, 3 slide units, 1 cassette tape.
Wyoming University, Project TAPP, Box 3224, University Station, Laramie, Wyoming 82071; $52.00

Included in the program to train paraprofessionals to work as communication aides with speech, hearing, and language impaired children are a program manual, three slide units, and a cassette tape. The manual contains sections on qualifications and role of the communication aide, normal speech and language development, speech, hearing, and language disorders, behavioral principles and their application, administrative procedures, and definition of terms commonly used by speech pathologists. The first slide unit (36 slides) outlines the role of the communication aide as well as the roles the aide is not expected to assume. The second (45 slides) depicts the principles of behavior management including cue, reward, positive and negative reinforcement, schedules, and shaping. The third unit (21 slides) covers the basics of counting behaviors, graphing, and baselining. The cassette tape contains recorded samples of each of the major speech, hearing, and language impairments: articulation disorders, stuttering, voice disorders, language disorders, and hearing impairment.

INTENSIVE TRAINING FOR TEACHER AIDES WORKING WITH HEARING IMPAIRED CHILDREN

Ann Garrett and Chester Hastings, McClennan Community College, 41 pp., 1975
ERIC Document Reproduction Services, Box 190, Arlington, Virginia 22210; order EC 760 077; $0.76 for microfiche, $1.95 for hardcover, plus postage.

In summer 1975, McClennan C.C. selected 64 counselor-trainees to participate in two 2-week summer camp sessions, each of which involved 50 deaf or hard of hearing children, ranging from 7-12 years of age. Trainees had minimal manual communication skills, and were selected from applicants who were either enrolled in training programs related to working with those who were deaf or hard of hearing, currently working in paraprofessional roles in this field, or interested in exploring the career opportunity. Each trainee was enrolled in McClennan Community College and received either four or five semester hours credit for the four weeks of experience and training. Trainees worked directly with the Camp Director and Resident Coordinator and were responsible for a particular instructional activity. The Camp Director and Coordinator worked together in orienting the trainees in the organization and operation of the camp. Instruction was given in child growth and development with emphasis on social development with emphasis on social development principles, behavior modification, recreation skills and crafts for individuals and groups, and total communication skills including finger spelling, signs, body language, and vocabulary. Sample training materials appended.

SPECIAL EDUCATION FOR PARAPROFESSIONALS TO SERVE THE DEAF

American River College, Center on Deafness, 4700 College Oak Drive, Sacramento, CA 95841.
Lyle Hinks, (916) 484-8382.

This two-year program trains paraprofessionals to work with adults and children with hearing impairments, and the staff plans to extend training to include those who are multiply handicapped and mentally retarded among the target population. The basis of the curriculum is coursework in education. However, the three core courses concentrate on practical techniques for working with those with hearing impairments, and students receive exposure to a variety of signing systems for use in teaching and interpreting situations. Principles and techniques of working with those with multiple handicapping conditions are also being introduced into the curriculum. Students are integrated with students with hearing impairments on campus, and many students with hearing impairments serve as tutors. Successful completion leads to the Associate degree.

VIII. TRAINING MODELS: LOCAL EDUCATION AGENCIES

These models were developed by local education agencies for training paraprofessionals in their districts to work in educational programs for people with handicapping conditions.

PROJECT STREAM: SPECIAL TRAINING IN REMEDIAL EDUCATION ACTIVITIES FOR MAINSTREAMING

Bolinas-Stinson Union School District, Star Route, Bolinas,
CA 94924. (415) 868-1707

A special inservice program for teachers, paraprofessionals and community resource people in special education. Project STREAM is an ESEA Title IV-C Exemplary Program for serving students who are learning disabled or educable mentally retarded in regular educational settings. The students are provided with intensive remediation in individual and small group instruction with project trained instructional aides. These paraprofessionals have received intensive training in remediation and behavior management techniques from the educational specialist which enable them to plan and implement appropriate individualized programs for each student with a learning handicap. The district staff attends scheduled project inservices in the following: a) formal and informal assessment; b) observation techniques; c) individual education planning; d) behavior management; e) materials use and modification; and f) parent conferencing. On-going staff inservices involving both teachers and aides insure continued communication and emphasize the aspect of an inclusive staff development program.

TUSCON, ARIZONA

Dorothy Gilles, Adaptive Education Aide Trainer, Tuscon
Unified School District, P.O. Box 4040, Tuscon, Arizona 85717
Carl Webb, Project Director, Pima Community College, 20202
West Anklam Road, Tuscon, Arizona 85709

The Tuscon Intermediate School District has a coordinated, structured inservice training program available to all new paraprofessionals in the first month of employment. The training is designed to introduce the Adaptive Education Aide to various handicapping conditions and their functional roles and attitudes as a Teacher Aide assisting teachers and students in the classroom and other locales.

A handbook for teacher aides that includes qualifications and duties of aides as well as information on the model itself is available.

Additionally, Pima Community College has developed a one year certificate/2 year AA degree program in cooperation with the Unified School District. Practicum courses are required for students not presently working in special education programs.

For additional information see the TRAINING MATERIALS: AUDIOVISUAL section.

PHILADELPHIA TRAINING PROGRAM FOR PREPARATION OF PARAPROFESSIONALS TO SUPPORT SPEECH/LANGUAGE AND PHYSICAL/OCCUPATIONAL THERAPY PROGRAMS

School District of Philadelphia, Pennsylvania. Dr. Win L. Tillery, Executive Director for the Division of Special Education, Stevens Administrative, Center, 13th and Spring Garden Streets, Philadelphia, PA 19123.

The Departments of Speech/Language and Physical/Occupation Therapy have identified a need to extend the skills of paraprofessional personnel working with pupils with severe/profound handicapping conditions in the Philadelphia School District. Aides assigned to these classes are trained to give "in class" systematic support to the ancillary services of speech/language and/or physical/occupational therapy.

Fifty classroom aides from four of the School District of Philadelphia's subadministrative districts are given a ten day training program in the basic principles and practices underlying the speech/language and physical/occupational therapy problems which are prevalent in this population. The training consists of an initial 3-day workshop. The teachers and paraprofessionals meet jointly for an orientation and overview of the program during the first two days. On the third day, the classroom aides have an opportunity to observe speech/language and physical/occupational therapists demonstrate skills during the first two days. This is followed by seven monthly inservice training sessions for the aides. An integral aspect of the workshops is the paraprofessional's direct contact with children. Each inservice session contains precise demonstrations of activities by speech/language and physical/occupational therapists. The paraprofessional is required to show understanding of the principles which have been shown.

The program uses staff therapists as trainers of classroom aides in the application of workshop content during the school day. As a result of the teacher orientation in conjunction with the classroom aides, the teachers are apprised of the instructional roles of a child's supportive service program which the aide is trained to handle. This enables the teacher to assist in the assignment in monitoring the procedures used by the aide and assist in the assignment of time for the aide to perform therapy activities.

The program is designed to help aides become more qualified to support the plans and procedures prescribed in a child's individualized education plan. The aide should be able to support basic activities of a child's program as designed and monitored by speech/language and physical/occupational therapists, thus insuring intensive training for the pupil.

PARAPROFESSIONAL TRAINING PROGRAM

Little Flower UFSD, Wading River, New York 11792
Thomas Sherman

Trainees are employed in programs for students with emotional handicaps. Paraprofessionals attend weekly inservice training sessions which cover the spectrum of educational topics from using Audio-Visual materials to the psychology of the disturbed child.

HELP IN THE SCHOOL: ESTABLISHMENT OF A PARAPROFESSIONAL PROGRAM

Richard G. Beach, 54pp., 1973
Dorrance and Co., Inc., 1617 J.F. Kennedy Boulevard,
Philadelphia, PA 19103; $3.50

Discussed is the establishment of a paraprofessional program with particular application to the needs of the Upper Merion School District in Pennsylvania. Reviewed is literature on the concept of paraprofessionals in education in terms of historical perspective, present needs, and attitudes of teachers and paraprofessionals, the use of local paraprofessionals to improve school-community relations, and legal aspects of the paraprofessional's duties. Tabulated is data on humanhour activities by task of clerical and supervisory paraprofessionals. Federal funding sources are listed, and annual costs of the proposed program given. Also discussed is recruitment and content of a training program. Suggestions for job assignments include the careful teaming of paraprofessionals with professionals. Encouraged is the involvement of all staff members in the planning of the paraprofessional program. Recommended is a program providing 28 clerical aides and 25 supervisory aides for the school district. Appended are lists of teacher tasks and teacher aide tasks.

THE USE OF SUPPORTIVE PERSONNEL IN A PUBLIC SCHOOL SPEECH AND LANGUAGE PROGRAM

Angela Scalera and Constance Eskenazi
Language, Speech and Hearing Services in Schools,
V7 N3 P150-158, July, 1976; 10801 Rockville Pike,
Rockville, Maryland 20852

Described is a program of the Los Angeles Unified School District to train 15 paid speech aides and 15 volunteers to provide remedial instruction for 261 pupils (4-12 years old) with either articulation disorders or potential speech problems. Explained are the qualifications for selection of aides and volunteers (such as high school graduation), the activities they performed (such as implementing specific language or articulation programs under supervision), and components of the 70-hour preservice training program (such as training in the use of operant procedures). Evaluation is reported to have shown that the supportive personnel successfully expanded and supplemented the services of the speech and language specialists.

NON-DEGREE TRAINING MODULES

The Association for Retarded Citizens, Philadelphia Chapter,
1211 Chestnut Street, Philadelphia, PA 19107

This model can be used for training paraprofessionals to work in the public schools as well as with those with developmental disabilities in other settings. It is being used as the basis of the training design for the Richmond (Va.) Public Schools. The eight modules are as follows:

HUMAN DEVLOPMENT offers the trainee information on the expected sequence of growth of a child in the areas of cognitive development, speech and language development, social and emotional development and motor development. These developmental milestones are delineated as related to a person with a handicapping condition and his or her abiltity to learn and adapt to the environment.

CHILD ASSESSMENT is a training package that acquaints the trainee with the purpose of testing a child and the value of testing information to those who work with the child. Various tests are reviewed to give the trainee an opportunity to become familiar with various tests and the terminology used in completing psychological records.

PARENT INVOLVEMENT helps trainees to become aware of the problems of the parents of children with handicapping conditions and a means of assisting them. Various resources for parents are described, explainged, and displayed. The importance of a supportive relationship between parents and agency is highlighted.

COMMUNICATION places emphasis on training to relate effectively to the several professionals who serve people with handicaps so that they might become active participants in an interdisciplinary setting. Using the skills offered in the module, trainees will become more effective advocates for those children with handicapping conditions. The module offers a variety of methods for communicating supportively with children with handicaps.

ETIOLOGIES OF DEVELOPMENTAL DISABILITIES offers the trainee details about the several causes of handicapping conditions and the resulting characteristics of children who have specific anomalies. Current methods of ameliorating specific handicaps are addressed. Emphasis is placed on the strength of these children and the least restrictive alternative in which they can be served effectively.

HEALTH MANAGEMENT sessions are designed to make the trainee more familiar with the day-to-day health problems of children with handicaps and the care that can be offered by paraprofessional personnel. The safety and emergency care of these children is detailed, as well as procedures for assisting those with physical handicaps without personal injury. The training underscores the emotional needs of a child during an emergency or illness.

CURRICULUM module introduces the trainee to several curricula appropriate to children with handicapping conditions. Effective procedures for selecting curriculum for a specific population will be considered. The trainee learns how to structure a classroom, how to design lesson plans and how to select effective teaching media for a lesson. These sessions give paraprofessionals a better understanding of the process in planning for the education and training of a child with a handicapping condition.

SERVICE DELIVERY is a series that details the roles of the psychologist, the social worker, and the educator as they relate to the child with a handicap. With this awareness and understanding, the trainee can be a more effective participant in the interdisciplinary team. The module, in addition, gives trainees techniques in behavior management and classroom management. These skills can aid the trainee in relating more effectively to children with handicaps and in performing in partnership with other personnel in the service of these children.

IX: TRAINING MODELS: RECREATION

These models were developed to train paraprofessionals to work in therapeutic recreation programs for persons with handicapping conditions.

THERAPEUTIC RECREATION PARAPROFESSIONAL TRAINING

George Washington University, Department of Human Kinetics and Leisure Studies, 817 23rd Street, N.W., Washington, D.C. 20052
Andrea Farbman-Morris (202) 676-6967

Recognition of the need for qualified personnel trained in the delivery of services to persons with handicapping conditions and those who are elderly led to the development of the Therapeutic Recreation Technician Certificate Program. The need for therapeutic recreation personnel has grown as the amount of leisure time available to these populations has increased.

This prototype training program has been developed by the project staff at George Washington University with grant support from the Bureau of Education for the Handicapped.

The program is designed to prepare personnel to work in various settings such as community recreation, state institutions, correctional facilities, and nursing homes. The seven-module curriculum emphasizes the fundamentals of the therapeutic recreation process and activity leadership skills. Students may complete all seven modules, or they may complete only the modules of a specific topic which interests them.

Anyone with interest in therapeutic recreation may participate in this program.

PARAPROFESSIONAL AND THERAPEUTIC RECREATION TRAINING

Post College, 800 Country Club Road, Waterbury, CT 06708
Ronald L. Packard, Project Coordinator/Donald Snyder, Project Director.

The primary purpose of this project is to develop, implement, and evaluate a two-year college pre-service and inservice training program that will prepare entry-level personnel for the field of therapeutic recreation for the ultimate delivery of services, primarily to children and youth with handicapping conditions.

X. TRAINING MODELS: STATE AGENCY

These models have been developed for statewide use by state departments of special education and other agencies.

ALABAMA STATE MODEL

Alabama State Department of Special Education, Montgomery, Alabama 36104. Freda Judge

Under Alabama State Board of Education regulations, all paraprofessionals must have thirty hours of preservice training prior to working in a classroom. In 1977 the State Appropriation for Special Education gave its approval for local education agencies to hire paraprofessionals to work with students with multiple handicaps. The State Department of Education, Division of Instruction, Program for Exceptional Children has developed a thirty hour training workshop.

An outline of the model and qualifications for employment are available along with a Paraprofessional Booklet. In addition to these efforts, the state department is working with a consortium of 2 and 4-year colleges to make the mandated 30 hours of preservice training more readily available and standard.

INSERVICE TRAINING FOR 90 REGULAR TEACHERS AND PARAPROFESSIONALS

South Carolina Department of Youth Services, Box 21487, Columbia, SC 29211. Bernard A. Sandick

This is an in tandem program to include a college course in teaching persons with handicapping conditions followed by workshops taught with consultants. All teaching personnel, including paraprofessional teaching aides, are included in mandatory training. Training is provided during regular school hours. Children are dismissed from school. If individuals request, college credits are provided.

LOUISIANA TRAINING MODEL

Louisiana State Department of Education, Division of Special Education, Capital Station, P.O. Box 44064, Baton Rouge, Louisiana 70804. Henry Smith, Assistant Superintendent.

The Louisiana State Department of Special Education is mandated by ACT 754 to develop a training model and permit system for paraprofessionals in educational programs for children with handicapping conditions. In order to meet these mandates a three level competency based permit system has been drafted and submitted to the State Board of Elementary and Secondary Education for approval. Although final approval is pending, the State Department and Louisiana State University have developed an interim training model and work is underway to design a model that will complement the permit system.

PROJECT ASSIST

Indiana University, Developmental Training Center, 2523 10th Street, Bloomington, Indiana 47401. Richard White

This training model was developed by the Developmental Training Center at Indiana University in cooperation with the Indiana Department of Public Instruction, Division of Special Education.

ASSIST (Associate Instructional Support for Teachers) is a series of three training programs designed to prepare paraprofessionals to effectively support teachers working with children with handicapping conditions. ASSIST is structured to meet the needs of paraprofessionals entering the field of special education and to expand the skills of those who are experienced.

The core of the ASSIST programs is instructional. A sourcebook for paraprofessionals, an Instructor's Guide and audiovisual material are available for each of the three programs. The programs are ASSIST I--The Moderately/Severely Handicapped; ASSIST II--Mildly Handicapped/Mainstreaming; and ASSIST III--Preschool. All of these materials are described more fully in the section on training materials.

The Indiana Department of Public Instruction may also be contacted for further information at Division of Special Education, 229 State House, Indianapolis, Indiana 46204.

The ASSIST training materials are described in the TRAINING MATERIALS: PUBLICATIONS section.

REGIONALIZED EDUCATIONAL ASSISTANCE TO CHILDREN WITH HANDICAPS (REACH)

Idaho Department of Education, Special Education Section, Len B. Jordon Building, 650 West State, Boise, Idaho 83720.

The project is funded primarily to assist small, rural and often isolated local school districts in the identification and programming for children with severe and low incidence handicapping conditions. In addition, project personnel assist district administrators in the areas of right to education, due process and procedural safeguards, funding, parental involvement in placement and programming, Child Study Team functions, etc.

Considerable inservice training, through the "train-the-trainers" model, has been developed to assist the district's special educators in dealing with a variety of needs within one program or service delivery system. Each project district signs a technical assistance agreement following a needs assessment by project personnel. Technical assistance includes visitations, on-site consultation, workshops, university coursework, formulation of documents, and media/materials. Each district identifies a "trainer" who receives the attention of the consultant and is responsible to carry out training activities in his or her district. The aide training workshop was disseminated in this way.

Training materials developed by the state department are described in the TRAINING MATERIALS: PUBLICATIONS section of this bibliography.

SPECIAL EDUCATION LEARNING EXPERIENCES FOR COMPETENCY IN TEACHING

Arizona Department of Education, Division of Special Education,
1535 West Jefferson, Phoenix, Arizona 85007

The Arizona Department of Education offers a series of 10-hour Special Study Institutes for regular and special education teachers, teacher aides and administrators. The Institutes are held on Friday evenings and Saturdays at locations throughout the state where trainees are employed, and training is requested by education agencies. Among the Institute topics are: early identification, diagnosis in depth, prescriptive teaching, specific learning disabilities, implementing special education programs, planning and programming for students with low-prevelance handicapping conditions, classroom management, demonstration teaching, specialization at the secondary level. Training may be taken for credit. Enrollment in Two Institutes equals one hour of credit, four equal two hours, five equal three hours. Credit is given on a graduate or undergraduate level, through Northern Arizona University.

A STATEWIDE NETWORK FOR SPECIAL EDUCATION PARAPROFESSIONAL TRAINING

Kansas Department of Education, Special Education Administration
Section, 120 East 10th Street, Topeka, Kansas 66612.
Phyllis Kelly, (913) 296-3866.

This project expands the concept of a statewide training network for special education paraprofessionals by emphasizing the following major components: (a) to provide inservice training to districts through a Facilitator's Model; (b) to monitor and evaluate in-classroom experience through an on-site interview process; (c) to make use of consultants who are experienced in training paraprofessionals; (d) to develop appropriate training materials and media; (e) to involve state colleges and universities in training teachers to work with paraprofessionals; (f) to involve community colleges through an inservice model or an improved sequence which would involve at least one practicum situation; (g) to continue specialized training (including emergency medical care and prosthetic devices) to paraprofessionals working with people with severe handicapping conditions; (h) to foster an intrastate paraprofessional communication network; and (i) to distribute information about the paraprofessional training program processes and available materials to other states.

Training materials developed by this project are described in the TRAINING MATERIALS: AUDIOVISUAL section.

XI. TRAINING MODELS: SEVERELY/PROFOUNDLY HANDICAPPED

These models, developed by local education agencies and institutions of higher education, train paraprofessionals to work in educational settings with children (and in some cases adults) with severe/profound handicapping conditions.

A COOPERATIVE COMMUNITY APPROACH TO TRAINING SPECIAL EDUCATION AIDES

De Anza College, 21250 Stevens Creek Blvd., Cupertino, CA 95014
Barbara McDonnell

This project is designed to train paraprofessionals to work in school settings with children with handicapping conditions. The emphasis in the program is twofold: training to work with those who have learning handicaps and with those who have severe handicaps. Students are, for the most part, currently employed. Recent recruits, however, are seeking career placement. The program design combines course work and field experiences. The certificate program can be completed in one year and consists of 32 quarter units for the LH program or 26 units for the SH program. Field work is accomplished in local elementary and secondary classrooms and development centers throughout the country. A total of 120 hours of field work is required as well as an additional 30 hours of observation. Field work is directly related to classroom instruction in various skills that are related to a continuum of competencies. Students are supervised and evaluated by college staff as well as the classroom teacher to whom they are assigned.

A DATA BASED CLASSROOM FOR THE MODERATELY AND SEVERELY HANDICAPPED

H.D. Bud Fredericks, et al.; 204 pp.; 1975
Instructional Development Corporation, P.O. Box 361, Monmouth, Oregon, 97361

An attempt to translate the rights of retarded children to education into the reality of the classroom. It provides a classroom model for the education of both the moderately and severely handicapped and has been implemented in over 200 different educational sites. The model follows a prescriptive curriculum and individual programming for a classroom of 10 to 12 children with moderate and severe handicaps.

A PROJECT FOR TRAINING STATE CERTIFIED PARAPROFESSIONALS TO WORK WITH SEVERELY AND PROFOUNDLY HANDICAPPED CHILDREN

Dundalk Community College, 7100 Sallers Point Road, Baltimore, Maryland 21222
Dr. Vincent Chillemi, Director of Special Education
(301) 282-6700

This program provides two options for preservice training. Option 1 is a 32-semester-hour (one year) program resulting in a certificate from the college. Option 2, a 62-hour program, results in an Associate degree. The special education component focuses on an introduction to special education, psychology, or mental retardation, classroom management, evaluation, and role differentiation strategies for teachers and aides. Field trips and course work focus on those who are mentally retarded and either educable or trainable, learning disabled, and emotionally disturbed from infancy to adulthood. The Dundalk program is part of a consortium consisting of Johns Hopkins University, Coppin State College, the John F. Kennedy Institute, and the Maryland State Department of Education; the consortium is concerned with those who are severely and profoundly handicapped. A counseling program for parents of children with Down's Syndrome is offered in cooperation with Sinai Hospital, and other credit and non-credit workshops are provided for paraprofessionals working within school systems and other agencies.

DES MOINES AREA COMMUNITY COLLEGE - WOODLAND STATE HOSPITAL-SCHOOL COOPERATIVE PARAPROFESSIONAL TRAINING PROGRAM

Des Moines Area Community College, Ankeny, Iowa 50021
Roslea Johnson, Chairperson, Human Services Program

The project provides an Associate of Arts in Human Services degree program to educate paraprofessionals who are currently working with children who are severely and profoundly mentally retarded or multiply handicapped. The project is a joint effort between Des Moines Area Community College (providing the practicum inservice and work experience components). All instruction is conducted at the Hospital-School. All trainees are currently working with the children and may be full or part-time students. The training is designed to enhance their performance on the job as well as to open promotional opportunities for those wishing them. The project hopes to attract people to work with persons who are retarded and encourage employees to remain on the job longer.

HUMAN SERVICE TECHNICIAN PROJECT

Boise State University, 1910 University Drive, Boise, Idaho
83725. Dr. Wendon Waite

Trainees are paraprofessionals providing direct care to people with severe and profound handicapping conditions. All trainees are currently employed by the State Institution for the Mentally Retarded, community adult/child development centers, shelter homes, or local school districts. Training is based on six modules developed by the project. Training has been delivered either as a conventional college course or in a series of workshops. The training is based on the following six modules: Orientation to Disability and Handicapping Conditions, Human Growth and Development, Client Care, Behavior Analysis, Leisure Programming and Interactive Processes. Each module contains objectives, suggested learning activities, performance criteria, and supplementary reading.

MENTAL RETARDATION AIDE PROGRAM

Manchester Community College, Box 1046, Manchester, Conn. 06040
Kenneth Steere, (203) 646-4900

This two-year program provides special career preparation for working with people with moderate and severe mental retardation and those with profound/multiple handicapping conditions. Course credit may be given to individuals whose previous or present work experience meets college credit standards. The curriculum includes a liberal arts foundation and work that is specific to mental retardation. Upon successful completion of a minimum of 61 semester hours of credit, students receive an Associate in Science degree. A certificate option provides a concentration in on-the-job training in various direct care situations, as well as specialized courses that relate to mental retardation.

PARAPROFESSIONAL TRAINING PREPARATION PROGRAM

Eastern Montana College, 1500 North 30th Street, Billings,
Montana 59101. Ron Sexton, (406) 657-2352

This two-year preservice program has resulted from Montana's trend toward deinstitutionalization. It is designed to meet the personnel needs of community based programs for a full spectrum of disability areas and focuses on clients from age 3 through adulthood. The course of study emphasizes rehabilitation counseling and special education. Completion of 96 quarter hours leads to an Associate degree.

PRESERVICE AND INSERVICE PARAPROFESSIONAL TRAINING PROGRAM FOR WORKING WITH SEVERE/PROFOUND

Gadsden State Junior College, Wallace Drive, Gadsden, Alabama 35903. Honzell Holcomb

The project: (1) trains twenty paraprofessionals at the associate degree level as assistants in the area of children with severe and profound handicaps, and (2) provides inservice training for thirty employed paraprofessionals. The preservice component consists of 100 quarter hours general education core and nine technical paraprofessional courses. The inservice training consists of support training as assessed and expressed by LEA's within the service area.

PROJECT CHANGE, SYSTEMATIC SKILL TRAINING

George Peabody College for Teachers of Vanderbilt University,
Nashville, Tennessee, Box 33, 37203
Dr. James R. Lent

Systematic Skill Training is a project to develop a replicable package for paraprofessionals and supervisors working with people with severe/profound handicapping conditions.

Trainees are employed on a full-time basis by large residential facilities and by community based agencies. The training package is competency based and includes a built-in follow-up, field-training period for both paraprofessional trainers and their supervisors. The system is self-perpetuating--once a core group is trained, new trainers can be quickly and effectively trained on the job.

THE TEACHING RESEARCH CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED: GROSS AND FINE MOTOR

H.D. Bud Fredericks, 256 pp., 1980
Charles C. Thomas, Publisher, 301-337 East Lawrence Avenue,
Springfield, Illinois 62717, $15.75 paper.

Prepared by Fredericks and the Staff of the Teaching Research Infant and Child Care Center, Monmouth, Oregon (with 24 contributors). Curriculum for children with handicapping conditions aimed at helping in the prescription of remedial gross and fine motor skill activities. Includes history and organizations of curriculum, progress of student through it, and need to maintain skills and use support services. Procedures for placement testing are reviewed also. The remaining bulk of text details the gross and fine motor skill areas. Over 80 separate skills are covered with respect to task analyses under gross motor skills, while the fine motor skills chapter outlines reaching, grasping, manipulating objects, and similar skills. A supplemental chart for displaying performance levels within the developmental hierarchy outlined in the text is also available for an extra $3.50.

THE TEACHING RESEARCH CURRICULUM FOR MODERATELY AND SEVERELY HANDICAPPED: SELF-HELP AND COGNITIVE

H.D. Bud Fredericks, et al, 288 pp., 1980
Charles C. Thomas, Publisher, 301-327 East Lawrence Ave.,
Springfield, Illinois 62717, $15.75 paper.

Prepared by Fredericks and the Staff of the Teaching Research Infant and Child Center, Monmouth, Oregon (with 24 contributors). Information on the development of self-help and cognitive skills incorporated into curriculum for children with moderate and severe handicapping conditions. Background information and reviews of placement testing prepare reader for the curriculum that follows. Detailed analysis of and procedures for developing each skill are presented. Self-help and cognitive skill areas covered include self-feeding, dressing, personal hygiene, table skills, personal information, pre-reading and reading, writing, and number concepts. Specific skills are reviewed within each of these areas. A supplemental chart (19"x25") for displaying performance levels within the developmental hierarchy outlined in the text is available for an additional $3.50.

TRAINING ASSISTANTS FOR SPECIAL KIDS (T.A.S.K.): TRAINING FOR PARAPROFESSIONAL PERSONNEL FOR WORK WITH MODERATELY/SEVERELY/PROFOUNDLY/MULTI-HANDICAPPED YOUNGSTERS

Indianapolis Public Schools, 189 pp., 1977
ERIC Document Reproduction Service, Box 190, Arlington,
VA 22210; ED145602, $.83 for microfiche, $10.03 for hard-cover, plus postage.

Presented is a training program for paraprofessional personnel serving as classroom assistants with school-age children with multi- and mental handicapping conditions. It is noted that this model training packet, TASK (Training Assistants for Special Kids), was developed by Cold Spring

School, Indianapolis, Indiana, for training of their special education aides. Described is a 1-day pre-service session, including a description of the school with a slide-tape presentation; explanation of the classroom assistant's duties; and school employment practices. Seven inservice sections are provided, each including purpose, objectives, procedures, a general session for all trainees, two unit sessions (one for experienced personnel and one for the inexperienced), and a guide to session evaluation. Covered in the inservice are the following topics (sample subtopics in parentheses): (1) "Who We Serve" (characteristics of students with mental handicaps); (2) "Help--Seizures" (etiology and treatment of epilepsy); (3) "Classroom Assistants and Professional Staff as Team" (roles of support staff); (5) "Love, Security, Discipline" (behaviors and reinforcers); (6) "Motor Sense" (gross and fine motor skills); (7) "Happiness is Communication" (language development).

MEYER CHILDREN'S REHABILITATION INSTITUTE (NEBRASKA TITLE XX TRAINING PROJECT)

Karen Faison, MCRI, University of Nebraska Medical Center,
444 South 44th Street, Omaha, Nebraska 68105.

The program's purpose is to assist community based programs in providing the best possible services for persons with developmental disabilities. The Nebraska Department of Public Welfare has provided Title XX training funds to MCRI. The major objective of the project is to design, produce, and field-test a comprehensive inservice training program for direct-service staff who work in community based mental retardation programs. The program merges the philosophical concepts that have led to major changes in the service delivery system (i.e., normalization, legal rights, developmental model, and others) with recent improvements in program technology. The ten proposed training modules (see TRAINING MATERIALS: AUDIOVISUAL section) are competency based and as instructor-free and self-instructional as possible.

This training package will be used as part of Nebraska's overall career development plan for both paraprofessionals and professionals. In addition to this training package, MCRI is working directly with two- and four year institutions of higher education to design a comprehensive training model that includes career ladders and job descriptions.

CAREER ASSOCIATE IN SPECIAL EDUCATION (CASE)

Santa Fe Community College, Box 1530, 3000 N.W. 83rd St.,
Gainesville, Florida 36201
Dr. Grace Hodgson, (904) 377-5161

CASE is a competency based program. Trainees are of two types: (1) Pre-service full-time students who are trained as generalists in special education (their three practica insure a breadth of experience); (2) inservice: these students are on the staff of Sunland, a large State institution for individuals who are mentally retarded. They receive time off from their regular jobs to attend one or two courses a quarter. At Sunland the students receive practicum supervision in their normal classrooms.

XII. FUNDING

Private and government publications which describe the funding process and/or list funding sources. The particular emphasis of most of these guides is funding educational programs which serve those with handicapping conditions.

FEDERAL ASSISTANCE FOR PROGRAMS SERVING THE HANDICAPPED

U.S. Department of HEW, 366 pp., September, 1979
Superintendent of Documents, U.S. Government Printing Office,
Washington, D.C. 20402; DHEW Publication No. (OHDS) 79-22001

Directory of federal programs providing funding to those with handicapping conditions or people working with or for them.

FEDERAL ASSISTANCE FOR PROGRAMS FOR THE HANDICAPPED

337 pp., 1978
Office of Handicapped Individuals, 338 D Hubert Humphrey
Building, 200 Independence Ave., Washington, D.C. 20201
Cost: Free for single copies.

Describes Federal programs and activities which provide assistance or benefits to the handicapped or those working on their behalf. Extensive list of funding resources, sources and publications.

FUNDING FOR TRAINING: A SURVEY OF RESOURCES TO FINANCIALLY SUPPORT STAFF DEVELOPMENT PROGRAMS FOR DEVELOPMENTAL DISABILITIES PERSONNEL

Prepared by Technical Assistance Training, Developmental
Disabilities Personnel Project, Institute for the Study
of Mental Retardation and Related Disabilities, University
of Michigan, Ann Arbor, Michigan; 38pp
U-Share Exchange, 115 Old USDA Bldg., Oklahoma State
University, Stillwater, Oklahoma 74074. $1.00

Provides planning councils and staffs with an overview of financial resources available for the training of personnel involved in the delivery of services to developmentally disabled individuals. Highlights training activities which have been funded. Documents sources of information for seeking funding.

GRANT WRITER'S GUIDE FOR APPLICATION AND MANAGEMENT OF FEDERAL PROPOSALS

339 pp., 1978
National Association of State Directors of Special Education,
1201 Sixteenth Street, N.W., Washington, D.C. 20036
Cost: $10.00

Makes available to state departments of education, local school systems, and other non-profit and public agencies information on: management of training grants under Part D, Training of Personnel for the Education of the Handicapped of P.L. 910230, of applications and management of grants. Contains regulatory information.

HANDICAPPED FUNDING DIRECTORY

Burton J. Eckstein, Editor, 1980-81 edition.
Research Grant Studies, P.O. Box 357, Oceanside, New York 11572
$16.50

Directory lists more than 400 foundations, government agencies, and associations which grant funds to institutions and agencies with programs and services for those with handicapping conditions. Also includes essay on grantsmanship; names and addresses of State Agency directors; and a bibliography of grant funding publications. Forward by Harold Russell, Chairman, President's Committee on Employment of the Handicapped.

Information is listed for those with programs for people who are mentally retarded, speech impaired, emotionally disturbed, health impaired, hard of hearing, deaf, visually impaired, orthopedically impaired and learning disabled.

PROPOSAL WRITER'S HANDBOOK - A STEP-BY-STEP PROCESS

21 pp.; 1976
National Association of State Directors of Special Education,
610E, 1201 Sixteenth Street, N.W., Washington, D.C. 20036
Cost $2.50

A training manual to help reader plan organize and write a conceptually sound proposal that will increase the for being funded. Focuses on Part D (personnel preparation) proposals to the federal government by State Education Agency grant writers, but can be applied to almost all proposal writing.

RESOURCE BOOK ON FINANCING HOMEMAKER-HOME HEALTH AIDE SERVICES

Revised edition, 1979
National Council for Homemaker-Home Health Aide Services, Inc.
67 Irving Place (6th Floor), New York, N. Y. 10003
$11 for members, $18 for non-members.

The fourth edition of this compilation of sources for funding for homemaker-home health aide services. Lists and describes the opportunities for funding from both governmental and private sources.

THE 1980-81 SURVEY OF GRANT-MAKING FOUNDATIONS

Public Service Materials Center, 415 Lexington Avenue,
New York, N. Y. 10017; $10.00

Listed are over 1,000 foundations, all with assets over a million dollars or grants of more than a hundred thousand dollars. Outlines the following: the best time of year to approach these foundations; whether they make grants only in your state or city; whether they make general operating grnats; whether they will give you an appointment; whether they will make building grants; and whom you should write to.

UNDERSTANDING GRANT-MAKING FOUNDATIONS - A LEARNING PACKAGE FOR SELF STUDY

15 pp.; 1976
Published by National Association of State Directors of Special Education, 1201 Sixteenth Street, NW, Washington, D.C. 20036. (202) 833-4193. Cost: $1.50 for 1-9 copies; $1.25 for 10 or more.

Helps develop understanding of a) the scope, philosophy and operating methods of grant making foundations; b) the grant making process, and c) the potential relevance of foundations as a resource for special education programs. Provides workshop training materials which will introduce foundations to a wider audience.

WHERE AMERICA'S LARGE FOUNDATIONS MAKE THEIR GRANTS--1980-81 EDITION

Joseph Dermer, editor, 1980
Public Service Materials Center, 415 Lexington Ave., New York, New York 10017; $34.50

Lists grants made by over 600 foundations covering 80% of all foundation grants. Gives purpose of grants awarded in most cases. Gives addresses of foundations and names of the grantees. Author provides additional insights.

GRANTS

Virginia White, 354 pp., 1980
Public Service Materials Center, 415 Lexington Ave., New York, New York 10017; $19.50

Focuses on how to secure government and foundation grants. Covers how to approach funding sources, how to find out about them before approaching them, how to write a proposal, what to do after submitting the proposal, how grants are made, and how to be successful at winning grants.

GOVERNMENT CONTRACTS--PROPOSALMANSHIP AND WINNING STRATEGIES

Herman Holtz
Public Service Materials Center, 415 Lexington Ave., New York, New York 10017; $19.50

How to sell the government on a proposal. Identifies the key elements in good proposal writing as: 1) a writing style that keeps the reader turning pages; 2) a lucid and thorough presentation; and 3) intelligent salesmanship that makes a proposal convincing. Reviews the workings of the government contract market, provides "how-to" information including decisive strategies used by professionals. Traces initial development of a proposal idea to its final submission.

THE SUCCESSFUL GRANTSMANSHIP KIT

William J. Hill
Public Service Materials Center, 415 Lexington Ave., New York, New York 10017; $25.00

Looks at basics of successful grantsmanship, including a description of the various types of granting agencies. Provides a plan of action for administering proposal for both government and private grants. Includes forms and guidelines that can aid grant development program. Also includes a collection of sample letters and proposals to be used as guidelines. Separate publication called "Grant Writing Made Easy" included.

HOW TO GET GOVERNMENT GRANTS

Philip Des Marais
Public Service Materials Center, 415 Lexington Ave., New York, New York 10017; $13.50

Describes how an organization should go about securing government grants. Tells how to prepare to approach federal agencies, how to get elected officials to help, what reference books are needed, the process agencies use to approve grants, how to prepare a budget, how to administer a grant that is awarded, and how to get a second grant after the first. Provides case histories from the author's experience. (Des Marais was official at HEW before working at Fordham University (New York) as their chief officer for securing government grants.)

XIII. THE LAW AND PERSONS WITH HANDICAPS

The following publications deal with various aspects of laws affecting persons with handicaps and are available from The Office for Handicapped Individuals, Office of Human Development Services, Room 338D Hubert H. Humphrey Bldg., Washington, D.C. 20201.

PROGRAMS FOR THE HANDICAPPED

Periodical, six issues per year

Focuses on federal activities benefiting people with handicapping conditions. Serves the interests of professionals, administrators, and others concerned with the needs of these people.

A SUMMARY OF SELECTED LEGISLATION RELATING TO THE HANDICAPPED: 1977-78

42 pp., published at the close of the 95th Congress, 1979
order no. (OHDS) 79-22003

Summarizes legislation affecting people with handicapping conditions, enacted during the 95th Congress. Note: Summary of legislation for the 94th Congress, 1975-76, also available.

KEY FEDERAL REGULATIONS AFFECTING THE HANDICAPPED: 1977-78

order no. (OHDS) 80-22008

Summarizes regulations affecting people with handicapping conditions, published during the 95th Congress. An earlier edition, for the 94th Congress, 1975-76, is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, stock no. 017-090-0031, $1.90.

SELECTED FEDERAL PUBLICATIONS CONCERNING THE HANDICAPPED

61 pp., 1978 (update)
order no. (OHDS) 79-22005

Selected list of publications concerning persons with handicaps available from HEW, other federal agencies, or the Government

Printing Office. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, $2.40, stock no. 017-091-00226-6.

Other publications with a legal perspective are as follows.

THE MAP, THE MISSION AND THE MANDATE

1977
Educational Resources Center, 1834 Meetinghouse Road, Boothwyn, Pennsylvania 19061.

The book is a report combining the speeches, issues and directions of three conferences sponsored by the Division of Personnel Preparation (DPP), Bureau of Education for the Handicapped, in September of 1977. The report focuses on the priorities and professional support activities of projects funded by DPP and their relationship to P.L. 94-142.

YOU AND THE LAW

See TRAINING MATERIALS: AUDIOVISUAL

AMICUS

MENTAL DISABILITY LAW REPORTER

See RESOURCES: JOURNALS AND PUBLICATIONS

XIV. PARAPROFESSIONAL HANDBOOKS

These orientation manuals were developed by local education agencies or paraprofessional groups to acquaint new paraprofessionals with their roles and responsibilities.

HANDBOOK FOR TEACHER AIDES IN CLASSES FOR TRAINABLE MENTALLY RETARDED CHILDREN

74 pp., 1977
Division for Exceptional Children, Department of Public
Instruction, Raleigh, North Car[illegible]a 27611

The Handbook is made available to educators as a framework for organizing and clarifying the duties and responsibilities of teacher aides. Contents are designed to serve as guidelines in constructive planning of both philosophical and practical details, and so can be used by teachers and teacher aides. Encourages cooperation between teacher and aide. Holds that the exceptional child can learn and continue to learn. Describes aide's role, how to relate to the children, assessment and intervention responsibilities, evaluation of children, how to work with parents, how to assist the teacher, and a typical para's day.

INSTRUCTIONAL AIDE HANDBOOK--GARDEN GROVE USD

Gayle Forgey, Parental/Community Program Specialist, Adult Education

109 pp.; 1976
Garden Grove Unified School District, 10331 Stanford Avenue,
Garden Grove, California 92640

Basic handbook with following sections: What is an Instructional Aide?; Working Effectively with Children; Tips on Coping with Behavior in the Classroom; Learning About Children Through Behavior Observation; Curriculum and Classroom Organization; Things to Remember; Evaluating Yourself; Glossary of Terms; and Additional Resources. Illustrated

PARAPROFESSIONAL HANDBOOK: BROWN COUNTY KANSAS SPECIAL EDUCATION COOPERATIVE

28 pp., 1978
Brown County Kansas Special Education Cooperative, 1st and
Kickapoo St., Hiawatha, Kansas 66434

Designed as part of paraprofessional Inservice by paraprofessionals and for paraprofessionals in the hope that it will clarify the job of a special education paraprofessional and facilitate the initial adjustment to such a position by a new employee. Contains an overview of the cooperative, paraprofessional code of ethics, pay schedules, discipline procedures, inservice training design, as well as such topics as follows: Teacher Specialists and Their Role; Health Steps for Paraprofessionals, How to Get Along with Your Supervising Teacher; Evaluation, Termination, and Renewal; Medical Problems; Duties Outside the Classroom; and more.

PROJECT TAPP: TECHNICAL ASSISTANCE TO PRESCHOOL PROGRAM. COMMUNICATIONS AIDE HANDBOOK

Janis A. Jelinek et al, 129 pp., 1973.
ERIC Document Reproduction Service, Box 190, Arlington, VA 22210; order EC 100 652; $0.83 for microfiche, $7.35 for hardcover, plus postage.

Designed for communication aides working under the direction of speech pathologists in Head Start and preschool centers as well as speech, hearing and language programs. Reviewed in the section on normal development are speech, phonemic, receptive language, expressive language, social, and motor development. Administrative procedures involving the paraprofessionals are explained to include screening, scheduling, and recording pupil performance. A final section examines the application of behavioral principles. Among seven appendixes are lists of bilingual testing materials and articulation tests.

RESOURCE BOOKLET FOR CLASSROOM AIDES

Victoria L. Palm and Lydia Block; 44pp., illustrated; July, 1979
Model Rehabilitation Program, The Rehabilitation Center, College of Education, The University of Arizona, Tucson, Arizona 85721.

Guide for aides working with hearing impaired children, who are developmentally disabled. Orients aide to definitions of the HIDD population, use of hearing aids, language development and communication, the HIDD classroom, behavioral management, and relations with teachers. Contains list of suggested readings.

SPECIAL EDUCATION PARAPROFESSIONAL HANDBOOK: BELTOIT (KANSAS) SPECIAL EDUCATION COOPERATIVE

14 pp.
Beltoit Special Education Cooperative, 116 West Main,
Beltoit, Kansas 67420.

Designed to give basic information about the school system, the children with whom paraprofessionals work, and the paraprofessional's job. Covers special education, terminology, duties of a paraprofessional, code of ethics, how to handle first aid, and the evaluation form used in the cooperative.

HANDBOOK FOR TEACHER AIDES IN CLASSES FOR TRAINABLE MENTALLY RETARDED CHILDREN

Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina 27611; free

In July of 1976 a two week institute was conducted by the Division for Exceptional Children of the North Carolina Department of Public Instruction. The proceedings of the institute resulted in the publication of the Handbook. The following subject areas are Role of the Teacher Aide; Relating to Children; diagnostic and prescriptive teaching, assessment and intervention; evaluations; relating to and working with parents; relating to and working with teachers; and teacher aide evaluations.

XV. RESOURCES: CATALOGUES

These publications include resource lists, bibliographies, product catalogues, project indexes, and media lists of special interest to paraprofessionals in special education and those involved in their training.

A CATALOG OF MATERIALS FOR THE SEVERELY HANDICAPPED

The Florida State Department of Health and Rehabilitative Sciences, 1311 Winewood Blvd., Tallahassee, Florida 32301.

This catalog contains descriptions of over 400 sources and materials that might be used to design programs for those with severe handicapping conditions. Many of the materials are applicable to all handicapping conditions and may be useful as training materials for paraprofessionals in all areas of special education. The general topics covered are as follows: assessment, behavior modification, multiply handicapped, development of language, motor skills, self-help skills, parent involvement, and programs for infants and preschool age.

A RESOURCE LIST AND ANNOTATED BIBLIOGRAPHY FOR WORKING WITH PARENTS OF HANDICAPPED CHILDREN

Joyce Evans and Yvonne Newman, Spring, 1979.
Special Projects Division, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701.

Prepared in response to requests from teachers, trainers, and caregivers who work with parents of children with handicapping conditions and requests from the parents themselves. Resource List books are grouped by subject headings including types of handicapping conditions. Bibliography provides information necessary for ordering the materials in the Resource List. Headings include: early childhood, general field of exceptional children, hearing impairments, learning disabilities, mental retardation, parents, physical/health impairments, severely handicapped, social/emotional problems, speech/language impairments and visual impairments.

ABSTRACTS OF INSTRUCTIONAL MEDIA MATERIALS DESIGNED TO BENEFIT HANDICAPPED PERSONS WHICH WERE VIEWED IN YEAR III

60 pp., 1980
National Media Materials Center for Severely Handicapped Persons, Box 318, George Peabody College for Teachers, Nashville, Tenn. 37203.

Abstracts of over 140 films, filmstrips and videotapes designed to aid those with responsibilities for the teaching and care of children and adults with handicapping conditions. Includes information on how to order the materials which are from sources throughout the nation.

COMPENDIUM: AUDIOVISUALS, PRINTED MATERIALS, RESOURCES AVAILABLE FROM OR RECOMMENDED BY UNITED CEREBRAL PALSY NATIONALLY ORGANIZED COLLABORATIVE PROJECT TO PROVIDE COMPREHENSIVE SERVICES FOR ATYPICAL INFANTS AND THEIR FAMILIES

June, 1977, 23 pp.
United Cerebral Palsy Associations, Inc. 66 East 34th St., New York 10016.

Resources culled from data submitted by 65 agencies on a yearly basis from 1971 to 1977. 10,000 atypical infants (birth to three years old) were served, most of whom had disabilities of an organic nature. Half had disorders of the central nervous system involving neuromotor and related dysfunctions. Thus several of the materials may be of special interest to those concerned with abnormal development as well as developmental delay, plus those who give service to infants with severe and multiple disabilities.

MEDIA RESOURCE LISTING

Meyer Children's Rehabilitation Institute, Media Resource Center, University of Nebraska Medical Center, Omaha, Nebraska 68131.

This catalogue includes information on preview policies, ordering, rental and purchase prices of materials. Slide tapes, video tapes, films and publications produced by MCRI are available and cover a broad range of information and skills needed by direct care personnel working in programs for children and adults with handicapping conditions.

MEDIA RESOURCE MATERIALS

CDMRC Media Services, 1979-80
Child Development and Mental Retardation Center, WJ-10,
University of Washington, Seattle, Washington 98195.

Brochure lists motion pictures, video tapes, and slide programs that have been produced by the Media Services Department of the Child Development and Mental Retardation Center. These Media Resource Materials were developed by the CDMRC Clinical Training Unit (CTU), Behavioral Research Unit (BRU), and the Experimental Education Unit (EEU). All motion pictures are 16 mm color sound films; all videotapes are on 1/2" EIAJ format and 3/4" U-matic video cassette format (all rental 1/2" video tapes are on 7" reels); all slide programs are in Kodak Universal slide trays designed for Kodak carousel projectors (synchronized slide/tape programs require an audio cassette recorder that responds to a 1000 Hz silent slide change tone and automatically operates a carousel projector; typewritten script or an audible pulse cassette tape can be provided in some cases).

PARAPROFESSIONALS IN EARLY EDUCATION OF THE HANDICAPPED: LITERATURE REVIEW AND ANNOTATED BIBLIOGRAPHY

Joyce Evans and Louise Iscoe, 124 pp., November, 1977
Special Projects Division, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701.

Reviews the literature related to the roles, responsibilities, and training of paraprofessionals who work with preschool children with handicapping conditions. Includes information on paraprofessionals working in regular preschool settings as well. Also has an annotated bibliography of the materials referenced in the survey as well as of other articles, books, and reports that are relevant to the topic and of potential interest to the reader.

PARENT RESOURCE LIBRARY, OUTREACH AND DEVELOPMENT DIVISION

1977
Exceptional Child Center, Utah State University, Logan, Utah 84322. Cost: $2.50.

Free service for parents of handicapped children in the four state area of Utah, Idaho, Wyoming and Nevada. Catalog lists all books available from library. Topic areas include behavior management, books for siblings, CP, chronically ill, home learning, hearing impaired, learning difficulties, MR, physically handicapped, recreation, residential care, services and directories, sex education, speech and language, training in self-help skills, visually impaired and vocational planning.

PRODUCT CATALOG

Outreach and Development Division, Exceptional Child Center,
UMC 68, Utah State University, Logan, Utah 84322.
22 pp. + order form.

Materials developed and field tested by the Exceptional Child Center for those with handicapping conditions. Cross-reference skill level chart included as a guide to grade level of curriculum materials. For most materials there is no requirement for specialized training or teaching experience in order to supplement the program. Headings are as follows: Academic Packages; Self-Help and Basic Living Skills; Group Packages; CAMS-Curriculum and Monitoring System; Child Abuse Information; Parent Information Aids; Teacher, Professional and Paraprofessional Aids; Slide-Sound Training Programs; Mini-Posters; Technical Papers; and Cross-Reference Skill Level Chart.

SPECIAL BILINGUAL EDUCATION

Elena B. Pynn
32 pp.; September, 1978
Teacher Education/Special Education West, Department of
Special Education, College of Education, University of
New Mexico 87131.

Synopses of projects funded by the Division of Personnel Preparation and The Division of Innovation and Development, BEH. Contains a selected bibliography and a list of resources for bilingual education.

XVI. RESOURCES: JOURNALS AND PUBLICATIONS

What follows is a listing of publications, mostly journals of professional organizations, government agency publications, newsletters and magazines, of special interest to those with responsibilities in the field of paraprofessionals in special education.

DISABLED USA

President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

EDUCATION AND TRAINING OF THE MENTALLY RETARDED

1920 Association Drive, Reston, Virginia 22091.

EXCEPTIONAL CHILDREN

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

TEACHER EDUCATION AND SPECIAL EDUCATION

Teacher Education Division, CEC, 1920 Association Drive, Reston, Virginia 22091.

TEACHING EXCEPTIONAL CHILDREN

1920 Association Drive, Reston, Virginia 22091.

EDUCATION UNLIMITED

Educational Resources Center, 1834 Meetinghouse Road, Boothwyn, PA 19601.

NEW DIRECTIONS: THE NEWSLETTER OF THE NATIONAL RESOURCE CENTER FOR PARAPROFESSIONALS IN SPECIAL EDUCATION.

New Careers Training Laboratory, CASE/CUNY, 33 West 42nd Street, New York, N. Y. 10036.

AMERICAN JOURNAL OF MENTAL DISABILITY

AAMD, 5101 Wisconsin Avenue, N.W., Washington, D.C. 20016.

TASH REVIEW

The Association for the Severely Handicapped, 1600 W. Armory Way, Garden View Suite, Seattle, Washington 98119.

AMICUS

National Center for Law and the Handicapped, Inc., 211 W. Washington Street, Suite 1900, South Bend, Indiana 46601.

FOCUS ON EXCEPTIONAL CHILDREN

1777 South Bellaire Street, Denver, Colorado 80222.

MENTAL DISABILITY LAW REPORTER

ABA Mental Disability Legal Resource Center, 1800 M Street, N.W., Washington, D.C. 20036.

ASHA (AMERICAN SPEECH AND HEARING ASSOCIATION) JOURNAL

10801 Rockville Pike, Rockville, Maryland 20852.

A GUIDE TO ORGANIZATIONS, AGENCIES AND FEDERAL PROGRAMS FOR HANDICAPPED AMERICANS

Janet M. Walker, Editor, 72 pp., 1979.
Handicapped Americans Reports, 2626 Pennsylvania Avenue,
N.W., Washington, D.C. 20037.

Guide designed so those working in the field of disability can quickly get information or assistance from public, private and voluntary sources. It is intended as a handy desk guide, with addresses and phone numbers so that users can readily contact sources of help. Programs listed are national in scope. Included are the following: federal offices, national and regional that administer programs affecting Americans with disabilities; federal programs that dispense grants and contracts and provide other services; committees of the Congress that play a major role in shaping and funding federal efforts in the field; associations and other organizations, some supported by federal funds, that offer a variety of services to professionals, consumers and others interested in the field; and foundations that are sources of funds and information.

TOWARD SUCCESSFUL DISTRIBUTION: A GUIDE TO PREPARING BEH-FUNDED PRODUCTS FOR THE MARKETPLACE

91 pp., illustrated; 1978.
LINC Services, Inc., Market Linkage Project for Special
Education, 829 Eastwind Drive, Westerville, Ohio 43081.

Concerned with the technical, educational and legal standards that affect the possibility of commercial distribution of materials developed under a BEH grant. Not a how-to manual, but a set of guidelines and a means of acquainting reader with publishing standards and the resources available to meet them.

THE WRITER'S GUIDE TO EDUCATIONAL JOURNALS

Edited by William L. Heward; 342 pp.; 1979.
Special Press, 724 S. Roosevelt Avenue, Columbus, Ohio 43209.

Information on publication procedures for a wide variety of education journals. Each entry gives the publication's frequency of publication, circulation, editorial requirements, format, time-line and subscription information. Personal publication log forms included.

PROFORUM: A NEWSLETTER OF THE PROFESSIONS

National Center for the Study of Professions, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036; published monthly.

Subscriptions are $45/year for individuals and $90 for institutions. Bulk rate subscriptions (multiple copies sent to the same address) can be obtained at $12/year per copy for 20-100 copies and for $10/year per copy for packages of more than 100 copies.

Focuses on credentialing, licensure, government regulation and organization in the professions.

PARAPROFESSIONAL NEWSLETTER (KANSAS)

Special Education Paraprofessional Training Program, Special Education Administration, 120 East 10th Street, Topeka, Kansas 66612; free.

Kansas paraprofessionals produce this newsletter for each other with the assistance of the state department. It contains reports on paraprofessional workshops in Kansas and around the nation. It also features human interest stories and articles on how to improve classroom skills. Eight pages.

THE DIRECTIVE TEACHER

Thomas Stephens, publisher and editor, Faculty for Exceptional Children, College of Education, The Ohio State University,; four times a year.
The Directive Teacher, Advertising and Business Office,
356 Arps Hall, 1945 N. High Street, The Ohio State University,
Columbus, Ohio 43210.

This magazine is designed to serve the information and resource needs of teachers, supervisors, parents, learning centers, and others who provide instruction for persons with handicapping conditions. Contains interviews with people who have taken a lead in the field of special education, reviews of publication, films, and tapes, and explorations of current issues surrounding the education of children with handicapping conditions and gifted children.

XVII. RESOURCES: AGENCIES AND ORGANIZATIONS

These groups address a variety of concerns of interest to those working in special education.

NATIONAL DIFFUSION NETWORK

Division of Educational Replication, Office of Evaluation
and Dissemination, Department of Education, ROB-3, Room 3616,
400 Maryland Avenue, S.W., Washington, D.C. 20202; tel.
202/245-2257.

The stated goal of the National Diffusion Network (NDN) is "to enable widespread adoption of proven programs rather than simply disseminating information regarding these programs." A Joint Dissemination Review Panel screens out less effective educational programs and provides a passport for federally developed programs to become eligible for dissemination funds awarded under the NDN. The dissemination funds enable the Developer/Demonstrators of chosen programs to be adopted or adapted and moved across state lines. The panel has members from USOE and the National Institute of Education. Programs must prove their effectiveness to the panel. Programs are also chosen on the basis of the nationwide need for the type of program submitted. To speed dissemination, states have State Facilitators who locally assist the process. The Developers of chosen projects train teachers and other staff members in adopting schools (typically, 16 to 24 hours of this kind of training is provided). Adoption costs are shared by the State Facilitator, the Developer/Demonstrator, and the adopting school. NDN catalogues have special sections on special education projects. For a more complete picture of NDN, write for their booklet, NDN: A Success Story, to LEA Associates, 80 South Main, Concord, NH 03301. Prepared for the NDN by the Far West Laboratory is Educational Programs that Work: Special Education, a resource of exemplary educational programs, Winter, 1980, which is taken from the Fall 1979 (sixth edition) of the NDN catalogue, Education Programs That Work. The Fall catalogue is available for $5.50 from: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.

CLOSER LOOK

Closer Look, the National Information Center for the Handicapped, is set up to provide practical advice on how to find educational programs and other kinds of special services for children and youth with handicapping conditions. It offers ideas for dealing with the needs of children and adults with mental, physical, or emotional disabilities. When writing for information, tell them about the kind of help sought. Include facts about a person's handicapping conditions (known or suspected), age, and current school or job problems.

The staff of Closer Look responds to requests with an appropriate packet that includes background pamphlets, suggestions on steps to take to locate services, facts about laws affecting those with handicaps, lists of helpful organizations, suggested reading and other down-to-earth information. The service has been designed to give parents as much guidance as possible. Professionals and paraprofessionals who are trying to help children with handicapping conditions and their families will find the information packets useful, too.

Closer Look's publications include the following:

PRACTICAL ADVICE TO PARENTS, a guide to finding services; KNOW YOUR RIGHTS, basic questions and answers about the right of all children to an appropriate education; and REPORT FROM CLOSER LOOK, a periodic review of issues, resources and events.

All publications and information packets are free of charge. To be added to the mailing list to receive the REPORT or for further information, write Closer Look at Box 1492, Washington, D.C. 20013. Closer Look is a project of the U. S. Department of Education, Bureau of Education for the Handicapped.

RESOURCE ORGANIZATIONS AND AGENCIES/SPECIAL EDUCATION

The following listing is taken from "Source of Information in Special Education, A Short List" published in September 1978 by Teacher Education/Special Education, A University of New Mexico Project.

Alexander Graham Bell Association
for the Deaf
3417 Volta Place, NW
Washington, D.C. 20007

American Alliance for Health,
Physical Education and
Recreation
Programs for the Handicapped
1201 16th Street
Washington, D.C. 20036

American Association for Gifted
Children
15 Grammercy Park South
New York, New York 10003

American Association on
Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Association of Sex
Educators and Counselors
5010 Wisconsin Avenue, N.W.
Washington, D.C. 20016

American Association of Special
Educators
107-20 125th Street
Richmond Hill, New York 11419

American Association of Workers
for the Blind
1511 K Street, N.W.
Washington, D.C. 20005

American Association for the
Education of the Severely/
Profoundly Handicapped
1600 West Armory Way
Seattle, Washington 98119

American Foundation for
the Blind
15 West 16th Street
New York, New York 10011

American Rehabilitation
Counseling Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

American Rehabilitation
Foundation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

American Speech and Hearing
Association
9030 Old Georgetown Road
Washington, D.C. 20014

Association for the
Education of the Visually
Handicapped
191 Walnut Street - Fourth Floor
Philadelphia, Pennsylvania 19107

Association for Children with
Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

Association for Education
Communications and Technology
1201 16th Street, N.W.
Washington, D.C. 20036

Bureau of Education for the
Handicapped
U.S. Office of Education
400 Maryland Avenue, N.W.
Washington, D.C. 20202

Child Welfare League of
America, Inc.
67 Irving Place
New York, New York 10003

Christian Record Braille
Foundation
4444 South 52nd Street
Lincoln, Nebraska 68506

Closer Look
Box 1492
Washington, D.C. 20013

Children's Bureau
U.S. Department of Health
and Human Services
Washington, D.C. 20202

Committee for the Handicapped/People to People
Program
LaSalle Building, Suite 610
Connecticut Avenue and
L Street
Washington, D.C. 20036

Convention of American
Instructors of the
Deaf, Inc.
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Council for Exceptional
Children
1920 Association Drive
Reston, Virginia 22091

Council of Chief State
School Officers
1201 16th Street, N.W.
Washington, D.C. 20036

Council of the Great City
Schools
1707 H Street, N.W.
Fifth Floor
Washington, D.C. 20006

Educational Media Council, Inc.
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036

Educational Products Information
Exchange Institute
475 Riverside Drive
New York, New York 10027

Friends of the Sensorally
Handicapped
P.O. Box 186
Belmont, Massachusetts 02178

Harvard University Center for
Law and Education
Larsen Hall
14 Appian Way
Cambridge, Massachusetts 02138

National Accreditiation Council
for Agencies Serving the Blind
and Visually Handicapped
79 Madison Avenue, Room 1406
New York, New York 10016

National Association for Creative
Children and Adults
8080 Springvalley Drive
Cincinnati, Ohio 45236

National Association for Mental
Health
1800 North Kent Street
Rosslyn
Arlington, Virginia 22209

National Association for Retarded
Citizens
2709 Avenue E, East
P.O. Box 6109
Arlington, Texas 76011

National Association for the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association for Music
Therapy
P.O. Box 610
Lawrence, Kansas 66044

National Association for the
Visually Handicapped
305 East 24th Street
New York, New York 10010

National Association of
State Directors of
Special Education
1201 16th Street, N. W.
Suite 610-E
Washington, D. C. 20036

National Association of
State Boards of Education
444 North Capitol Street, N.W.
Washington, D. C. 20036

National Association of Training Schools and Juvenile
Agencies
5256 North Central Avenue
Indianapolis, Indiana 46220

National Braille Association
85 Godwin Avenue
Midland Park, New Jersey 07432

National Center for Career
Education
University of Montana
P.O. Box 7815
Missoula, Montana 59807

National Center for Educational Statistics
U.S. Department of
Education
Washington, D.C. 20202

National Center for Law
and the Handicapped
1235 North Eddy Street
South Bend, Indiana 46617

National Congress of Parents
and Teachers
700 North Rush Street
Chicago, Illinois 60611

National Easter Seal Society
for Crippled Children
2023 West Ogden Avenue
Chicago, Illinois 60612

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Institute of Education
Washington, D.C. 20208

National Society for Autistic
Children
169 Tampa Avenue
Albany, New York 12208

National Indian Education
Association
3036 University Avenue, SE
Minneapolis, Minnesota 55414

March of Dimes
1275 Marmoroneck Avenue
White Plains, New York 10605

Rehabilitation International
USA
20 West 40th Street
New York, New York 10018

Speech Foundation of America
152 Lombardy Road
Memphis, Tennessee 38111

Teacher Corps
400 Maryland Avenue, SW
Donohoe Building
Washington, D.C. 20202

United Association for Retarded
Children
225 East Michigan Street
Milwaukee, Wisconsin 53202

United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016

Some additional resource groups include:

National Center for the Study
of the Professions
1527 New Hampshire Avenue, NW
Washington, D.C. 20036

National Resource Center for
Paraprofessionals in Special
Education
Center for Advanced Study in Education
CUNY Graduate Center
33 West 42nd Street, Room 1217
New York, New York 10036

National Education Center for
Paraprofessionals in Mental Health
Graduate School and University Center
33 West 42nd Street, Room 1229
New York, New York 10036

American Physical Therapy Association
1115 15th Street, NW
Washington, D.C. 20005

American Occupational Therapy Association
1383 Piccard Drive
Gaithersburg, Maryland 20760